

DOCUMENT RESUME

ED 082 535

EM 011 516

AUTHOR Seibert, Warren F.
TITLE Instructional Television: The Best of ERIC.
INSTITUTION Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 73
NOTE 27p.
AVAILABLE FROM Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00 payment must be included with order)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Adult Education; *Annotated Bibliographies; Cable Television; Education; *Educational Televisica; External Degree Programs; Guides; Higher Education; Instructional Media; *Instructional Television; International Programs; Public Television; Telecommunication; *Televised Instruction; Television; Television Curriculum; *Television Research

IDENTIFIERS *Educational Resources Information Center; ERIC

ABSTRACT

The abstracts presented herein represent the most significant of several hundred from the Educational Resources Information Center's (ERIC) collection. These were identified by a computer search of the subject of instructional television and serve to update an earlier bibliography published by the same author in April 1972. The compilation seeks to provide educational planners with an overview of the trends which will most influence future educational practice and to convey a sense of the growing significance of instructional television and related technologies. The documents are divided into nine categories: bibliographies and guides; overviews; children and television; cable television and telecommunication; continuing education, higher education and the open university; public television; international developments; general research; and miscellaneous. Each citation contains, in addition to the abstract information on the author, title, original source and publication date, and instructions on how to order the complete document. (Author/PB)

An ERIC paper

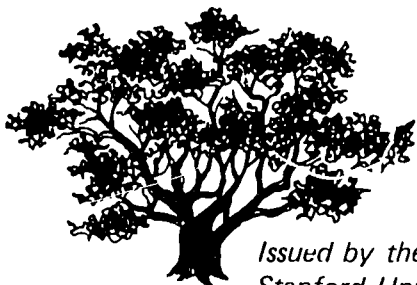
ED 0-2635

INSTRUCTIONAL TELEVISION: THE BEST OF ERIC

By Warren F. Seibert

Measurement and Research Center
Purdue University
Lafayette, Indiana

October 1973



*Issued by the ERIC Clearinghouse on Media and Technology
Stanford University, Stanford, California 94305*

ERIC
Full Text Provided by ERIC

ED 082535

**INSTRUCTIONAL TELEVISION:
THE BEST OF ERIC**

By Warren F. Seibert

Measurement and Research Center
Purdue University
Lafayette, Indiana

October 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY



*Issued by the ERIC Clearinghouse on Media and Technology
Stanford University, Stanford, California 94305*

TABLE OF CONTENTS

Preface	1
Ordering Information	2
Bibliographies/Guides	2
Overviews	3
Children and Television	5
Continuing Higher Education	10
The Open University	11
Cable Television/Telecommunications	12
Public Television	17
International	19
General Research	21
Other	23

PREFACE

This collection of abstracts from the national Educational Resources Information Center represents the best of hundreds of documents dealing with the subject of Instructional Television. From an original computer search done by the staff of the ERIC Clearinghouse on Educational Media and Technology, Dr. Seibert has chosen the abstracts presented here. They have been divided into nine categories: bibliographies/guides, overviews, cable television/telecommunications, children and television, continuing/higher education, public television, international, general research, and other.

This "ERIC" collection serves as an update to a similar paper published by the Clearinghouse in April 1972, and also authored by Dr. Seibert.

About this new publication, and about the changes in instructional television, he writes:

Throughout the process of abstract screening and selection, the primary audience for these selected abstracts has been visualized as educational planners in search of trends that will influence educational practices during the next several years.

Emerging from the abstracts has been a sense of the growing significance of ITV and of related technologies. The abstracts reflect this change, just as recent individual events do—most notably perhaps *The Fourth Revolution [The Fourth Revolution; Instructional Technology in Higher Education, Carnegie Commission on the Future of Higher Education, McGraw-Hill Book Company, June 1972, \$1.95]* and the *British Open University*.

For so many years, educational projects employing television or other modern media were peripheral, impromptu, short-term, and tentative. These projects were rarely granted time or resources enough to refine and stabilize their efforts or to show cumulative effects. When they succeeded, almost no one cared and when they failed, almost no one was surprised—or even knew.

The results of those earliest projects may have been interded for reporting, occasionally for flaunting, but rarely were they felt or did they matter. Now, projects and programs in instructional television provide a different impression. Television has begun to matter and, as some reports clearly show, in individual instances it now matters greatly.

There is no great victory to be seen here, however. There is only growing significance and a growing realization of promise. Just as there is a long way to go before the best can be realized—consistently—from traditional forms and media, so there is at least as far to go before the best is seen from the still-new medium of television.

But to scan the current uses of television is to gain the belief that many educators are committed to the long haul and to the fullest realization of the promise.

* * *

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 at Stanford University.

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.

Documents with EM numbers are brand-new to the system, and have not yet been assigned the ED numbers necessary for ordering. If you wish to order a document with an EM number, send the document number and title to the ERIC Clearinghouse at Stanford University, and the ED number will be sent to you as soon as it is available.

BIBLIOGRAPHIES/GUIDES

NAEB Telecommunications Directory.

National Association of Educational Broadcasters, Washington, D.C., 1973, 128 pages. Available from National Association of Educational Broadcasters, 1346 Connecticut Avenue N.W., Washington, D.C. 20036 for \$5.50.

Data collected by the National Association of Educational Broadcasters (NAEB), the Corporation for Public Broadcasting, and the National Center for Educational Statistics (U.S. Office of Education) were used to compile the reports in this directory. As well as listing the major components of the educational telecommunications system in the United States—public television, public radio, Instructional Television Fixed Service (ITFS)—and giving the names and addresses of NAEB individual members, state educational broadcasting organizations, and other agencies of interest to those in educational broadcasting, the directory also offers overviews of available statistics regarding the nation's educational/public television stations.

Recorded Visual Instruction; 1973 Edition. ED 070 263.

Nebraska University, Lincoln, Great Plains National Instruction Television Library, 1972, 171 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58. Also available from Great Plains National Instruction Television Library, P.O. Box 80669, Lincoln, Nebraska 68501, free.

The Great Plains National Instruction Television Library identifies, makes available, and distributes—on a lease basis—videotaped instructional television courses to educational institutions and agencies. It also has materials on 16mm film and kinescope available for lease. The total offering is nearly 150 recorded courses and related teacher utilization and in-service materials. The user either provides his own videotape or video cassette or can lease the equipment from the Library. This catalog provides information on both the instructional materials available and on the leasing procedure. The instructional materials are drawn from the

major subject areas and deal with subjects like drug education and self-awareness. They are indexed in the following ways: elementary grades by subject matter, elementary grades by grade level, junior high-secondary-adult, utilization and in-service, and college.

Instructional Television: The Best of ERIC. ED 062 830.

Warren F. Seibert, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1972, 34 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

A computerized search of the information file in the national ERIC system revealed hundreds of reports and papers concerning instructional television; the author chose the most relevant for inclusion in this bibliography. The material is divided into categories: general; bibliographies, literature guides and overviews; national issues; and project reports. In addition, the ten newest papers on instructional television are listed separately. For each document the author, title, abstract, and complete ordering information are provided.

A Bibliography of Doctoral Dissertations in Television and Radio.

Kenneth R. Sparks, compiler, Syracuse University, New York, Newhouse Communications Research Center, 1971, 119 pages. Available from Syracuse University, The School of Journalism, Newhouse Communications Center, Syracuse, New York 13210 for \$3.50.

The third edition of this bibliography of doctoral dissertations in television and radio lists over 900 titles reported through June of 1970. The dissertations have been grouped into categories such as commercial broadcasting; educational broadcasting; broadcasting and government; broadcasting, politics, and controversial issues; broadcasting as an art form; history of broadcasting; the audience and broadcasting; broadcasting and religion; personalities and broadcasting; international broadcasting, and general studies in communication. Authors are listed alphabetically under appropriate subject matter categories, and the dissertation title, university, and date are provided. An author index is also included, and information about obtaining copies of the dissertations is presented in the foreword to the bibliography.

Teleconferencing; A Bibliography.

Dianne Weber, compiler, Wisconsin University, Madison, EDSAT Center, 1971, 42 pages. Available from EDSAT Center, Space Science and Engineering Center, 1225 West Dayton Street, Madison, Wisconsin 53706 for \$2.00.

A bibliography lists works on two-way electronic conferencing, as well as several general works on telecommunications. It is in three parts. The record identifications (RECID) index is a list of 168 references to books, parts of books, journal articles, conference papers, news items, and unpublished papers. The author index relists the entire record alphabetically by author's surname. The permuted index serves as the subject index and is based on the words in the article's title.

OVERVIEWS

An Inquiry into the Uses of Instructional Technology. EM 011 242.*

James W. Armsey and Norman C. Dahl, Ford Foundation, New York, New York, 1973, 120 pages. EDRS price microfiche 65c. Available in original form from the Ford Foundation, 320 East 43rd Street, New York, New York 10017.

An inquiry into the uses of instructional technology was originally undertaken by the Ford Foundation to provide the Foundation itself with guidance for its support of efforts to apply technology to learning. The report of the inquiry, initially prepared for internal use, was found to be of interest to a wider audience and hence was subsequently adapted for broader distribution. Its general purpose is to advance the state of the art of instructional technology by assisting the proponents of instructional technology to articulate their goals, to adhere to them throughout any project undertaken, and to measure their success in achieving them. The first chapter examines interpretations and definitions of instructional technology, while chapter two deals with the issues of defining purpose, securing teacher cooperation, attending to technological matters, and evaluating progress. The next section surveys the effectiveness of hardware and software and the fourth reports on some major applications. The final chapter sets forth the conditions which appear most likely to increase the probability of success in the use of technology.

Educational Broadcasting and Public Responsibility. EJ 058 535.

Educational Broadcasting Review, Vol. 5, No. 6, pages 21-25, December 1971.

This is a report by the National Association of Educational Broadcasters attempting to express some of the principles that underlie educational broadcasting.

Audio-Visual Technology and Learning. The Educational Technology Reviews Series. Number Six.

Educational Technology Publications, Englewood Cliffs, New Jersey, 1973, 136 pages, articles reprinted from *Educational Technology*. Available from Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 for \$3.95.

Composed of articles selected from recent issues of "Educational Technology" magazine, this volume in the review series focuses on audiovisual technology and learning. Articles in this volume cover such topics as communications media, software design, teacher roles and attitudes, televised instruction, videotape recordings, instructional media, standards, multimedia instruction, remote access educa-

tional systems, media selection, cost effectiveness, films and television, and educational and social change.

Educational Television. ED 063 786.

Federal Communications Commission, Washington, D.C., 1968, 17 pages. EDRS price microfiche 65c, Xerox hard-copy \$3.29.

The report summarizes information about the history, technology and operation of educational television (ETV) in the U.S. The history of educational broadcasting is outlined from 1941 when the Federal Communications Commission (FCC) approved applications for five noncommercial FM radio channels, to 1967 and the passing of the Public Broadcasting Act. The report describes regulations covering ETV and points out that educational stations concerned mostly with classroom instruction can use a reserved portion of the broadcasting spectrum from 2500 to 2590 MegaHertz. Non-technological language is used to describe how microwave relay, TV translators, and cable television (CATV) are used in instructional systems. The report describes both private and government sources of funds for supporting ETV, and outlines the procedure to get FCC approval for an ETV station. Various sources of educational programs are listed, as well as private and government organizations which provide other kinds of help to ETV broadcasters.

Educational Television, 1972 ED 069 129.

Federal Communications Commission, Washington, D.C., 1972, 21 pages. EDRS price microfiche 65c, Xerox hard-copy \$3.29.

This basic brochure on educational television (ETV) explains what ETV is, how station licenses are granted, and which organizations have information about ETV. Briefly covered are: history; figures on growth and development; characteristics of ETV stations; short descriptions of instructional television fixed service, microwave translators, and cable; sources of financing; application procedures and forms; networks and programs; and descriptions of organizations and government agencies with interest in ETV.

MPATI: A History (1959-1971). EJ 058 537.

Norman Felsenthal, *Educational Broadcasting Review*, Vol. 5, No. 6, pages 36-44, December 1971.

This article presents an overview of the Midwest Program for Airborne Television Instruction, a unique and imaginative project which was dissolved after twelve years of existence. The author refers to the program as "educational crop-dusting," "a valuable educational service," and "the Ford Foundation's wildest scheme."

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

Education and Broadcasting—A Perspective. EJ 058 538.

Hilde T. Himmelweit, *Educational Broadcasting Review*, Vol. 5, No. 6, pages 45-53, December 1971.

This article presents a look at the role of broadcasting as change agent and at the need for effective organization, research and social awareness in educational broadcasting.

Will Information Technologies Help Learning: An Analysis of Some Policy Issues. ED 064 902.

Anthony G. Oettinger and Nikki Zapol, Harvard University, Cambridge, Massachusetts, Program on Technology and Society, 1971, 104 pages, chapter preprint from book edited by Carl Kaysen to be published by the Carnegie Commission on Higher Education and McGraw-Hill Book Company. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

Thus far, there is little statistical evidence to show that new technologies have had an appreciable impact on the amount of learning that takes place in schools throughout the country. In order to find some of the causes of this lack and to point out policy questions in this area, the author surveys several issues in the field of new information media. He discusses the impact of the new technologies on the universities, and he likens the development of cable television to the founding of the postal service. He examines some of the issues in publishing, noting the lessons to be learned from the development of the publishing industry and tracing the effects of new technologies on the industry. In dealing with the library crisis, he notes that access to adequate storage and distribution techniques of both print and non-print media will have to be improved if libraries are to thrive. Personal contributions to the "social memory," he notes, are more limited by the new technologies than they were by the advent of pencil and paper. The copyright problems arising from facsimile transmission, dry copying techniques, and cable television are examined in some detail.

Broadcasting and Education.

Warren F. Seibert, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1972, 13 pages. Available free from ERIC Clearinghouse on Educational Media and Technology, Stanford University, Stanford, California 94305. Reprint of an article appearing in *Educational Broadcasting Review*, Vol. 6, No. 3, pages 139-150, June 1972.

The educational broadcaster today is like a man trying to ride two horses at once—the one horse is broadcasting technology and the other is education. The history of educational broadcasting has been marked by a succession of new technologies launched before the older ones were fully understood and used. The effect of the Corporation for Public Broadcasting, microteaching, instructional television fixed service (ITFS), radio, cable television, and video cassettes need careful examination. But a more pressing need exists; four problems require prompt consideration in order to clarify the field and its place in education—intra-educational relations, creative accommodation to change, professionalism, and learning research.

CHILDREN AND TELEVISION

Home-Oriented Preschool Education. ED 069 742.

Roy W. Alford, Jr., Laval University, Quebec, International Center on Bilingualism, 1971, 20 pages, preprint of paper presented at "Conference on Child Language" (Chicago, Illinois, November 22-24, 1971). EDRS price microfiche 65c, Xerox hardcopy \$3.29.

In an effort to bring preschool training opportunities to economically disadvantaged young children in rural areas, the Appalachia Educational Laboratory has devised a program using educational television, weekly home visitation by paraprofessional school personnel, and mobile classrooms. Evaluation of the program indicates that children who have participated in the program have increased language development and cognitive learning, and have achieved greater psychomotor and social skills development. The cost of the program was found to be approximately one-half that of the standard kindergarten program.

Research on Sesame Street: Some Implications for Compensatory Education. ED 068 155.

Samuel Ball and Gerry Ann Bogatz, Educational Testing Service, Princeton, New Jersey, 1972, 30 pages, paper presented at Second Annual Blumberg Symposium in Early Childhood Education, Johns Hopkins Press, 1972. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The first two years of Sesame Street were evaluated as to their effectiveness as compensatory education. The evaluation assessed progress along some 36 primary goals of the show, as well as transfer effects, home background variables, parental attitudes, and socioeconomic status factors. Over 1,300 preschool children were tested, and many were observed as they viewed the show. As Sesame Street was intended primarily for disadvantaged children at home who had received no educational intervention, the major concentration in the sampling was on that subpopulation. A content analysis was made of the show; a questionnaire was administered to teachers whose classes viewed the show; and the amount of viewing for all subjects was assessed using four assessment techniques. A follow-up study was carried out the second year of the specific subpopulation of the first study. In addition, at home disadvantaged children who had not viewed the show its first year were sampled. Results of the evaluation include the following: (1) many tests of young children that are currently in use are not adequate; (2) among the subjects, there were no significant effects due to race; (3) the show had a marked effect not only in the areas of rote learning of basic skills but also in higher areas of cognitive activity, this effect being shown by both boys and girls; (4) amount of viewing was significant in gains made; (5) the disadvantaged tended not to view as much; (6) viewing of Sesame Street affected scores on the PPVT, administered as a posttest; and (7) disadvantaged three-year-olds learned much of the material taught during the first year of the show.

A Comparison of Parents' Attitudes Toward AEL's Around the Bend and Other Children's Television Programs. ED 060 672.

Charles L. Bertram and Randolph MacDonald, Appalachia Educational Laboratory, Charleston, West Virginia, 1971, 17 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

A survey was designed to determine how the Appalachia Educational Laboratory (AEL) produced noncommercial television program "Around the Bend" compared in appeal with other children's programs. A questionnaire was sent to random samples of parents with three- to five-year-old children in three groups: those children who saw the program every day, children who watched the program each day and were visited once a week by a paraprofessional home visitor, and children who watched the program, were visited once a week by the home visitor, and were exposed to a mobile classroom once a week. Results showed that Around the Bend was rated as good or better than two popular children's programs on commercial television and Sesame Street. The highest rating was given the program on every question and by every treatment group. It was somewhat surprising that Around the Bend should have received consistently higher ratings than Sesame Street, since Around the Bend is a black and white 30-minute program. However, Around the Bend had been available in the community longer, and was probably perceived as more relevant to the Appalachian area.

Demographic and Socioeconomic Data of the Beckley, West Virginia Area and 1968-1971 Development Costs of AEL's Preschool Education Field Study. Technical Report No. 11. ED 062 049.

Charles Bertram, Appalachia Educational Laboratory, Charleston, West Virginia, 1971, 17 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The major objective of this report is to discuss: (1) the demography of the Beckley, West Virginia, area field-test site; (2) the socioeconomic status of the children involved in the Appalachia Preschool Education Program wherein three-, four-, and five-year-olds were divided into three treatment groups (those who received instruction via the TV program, a paraprofessional home visitor, and a mobile classroom; those who received instruction via the TV program and home visitor; and those who received instruction via the TV program only) with a control group; and (3) the developmental costs of the field study conducted during the 1968-71 school years. Reported conclusions and implications are that the eight counties served by the program were all more rural than the state average; that 75% or more of fathers and 85% or more of mothers of children in the program had completed high school; that most of the children involved in the field test were rural residents; that families from all treatment and control groups were similar; and that developmental costs for the program totaled about \$250,000 for each of the final two years of the field test.

and slightly less than that the first year. Tables provide the demographic and socioeconomic data as well as cost and personnel data.

Summative Evaluation of the Appalachia Preschool Education Program. ED 062 024.

Charles L. Bertram and others, Appalachia Educational Laboratory, Charleston, West Virginia, 1971, 50 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

A report of the findings from the three-year field test of the Appalachia Preschool Education Program (APEP), an early childhood education program, is presented. The report describes the human and fiscal effort required to operate the program and the changes in the performances of children resulting from the use of the program. It also contains a description of the target population for the program. Findings include: (1) Scores on a test of cognitive objectives favored children who received the Appalachia Preschool Education Program; (2) A trend toward increased language development was observed for APEP children as opposed to children comparison groups; (3) Children who participated in the program scored significantly higher than comparison groups in psychomotor skills; (4) Children who participated in the mobile classroom activities gave indications of having developed more constructive social skills than children who received only the home visitor and television program; and (5) Children in the program reached significantly more cognitive objectives than children who received no treatment.

Resources by Request: A Special ITV Service for High Schools.

Robert C. Chapman, *Audiovisual Instruction*, Vol. 18, No. 5, pages 52-53, May 1973.

The Nebraska Council for Educational Television has initiated a plan which lets high school teachers tell the broadcasters what they want, thus making instructional resources available by request.

The Research. EJ 054 082.

Educational Screen and AV Guide, Vol. 50, No. 7, pages 9-10, July 1971.

This article gives a look at some of the research that was done to establish a basic teaching strategy for The Electric Company.

The Inside/Out Evaluation; The First Five Programs. Part I. ED 070 250.

Charles Kuhlman and William Wiley, National Instructional Television Center, Bloomington, Indiana, 1972, 67 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Complete two-volume series available in original form from National Instructional Television Center, Box A, Bloomington, Indiana 47401 for \$4.

The National Instructional Television health series, Inside/Out, is designed to assist eight- to ten-year-old children and

their teachers in dealing with their feelings about themselves, others, and the world around them. The programs are accompanied by classroom discussion. Three methods were used to test the effectiveness of Inside/Out. They were 1) a specially designed classroom observation system (used by trained observers) for measuring relevant categories of teacher and student discussion following the program; 2) teacher and observer questionnaires dealing with teacher and student reaction to programs and discussion; and 3) in-depth interviews with small groups of school children who had viewed programs in the series but not participated in classroom discussion. The first program presented dramatic situations on the themes of expressing emotion, death, prejudice, amount of responsibility children were given. This volume of the evaluation presents summaries of results from observers' and teachers' questionnaires; the relation of teacher ratings of their classes' ability and socio-economic level to student understanding; and appreciation of the programs; teacher attitudes toward affective learning; their reactions to the programs; and the effect of teacher participation in discussion on student participation in discussion.

The Inside/Out Evaluation; The First Five Programs. Part II. ED 070 251.

Charles Kuhlman and William Wiley, Indiana University, Bloomington, Bureau of Public Discussion and National Instructional Television Center, Bloomington, Indiana, 1972, 216 pages. EDRS price microfiche 65c, Xerox hardcopy \$9.87. Complete two-volume series available in original form from National Instructional Television Center, Box A, Bloomington, Indiana 47401 for \$4.

An evaluation of the Inside/Out television series on health education includes a list of participating classrooms; summary statistics of children who watched each program by race and sex; introductory letters to teachers; format and instructions for training observers; observers' assessment of Inside/Out, teachers' evaluations of the programs with a computer-scored summary of their answers; sample observer and teacher comments from the questionnaires; condensed conversations with some student viewers of the programs; graphs of classroom interaction analysis for various shows; and computer-scored summaries of the differences between versions of the same show.

Is Sesame Street Exportable? EJ 061 442.

William W. Lambert, *International Journal of Early Childhood*, Vol. 4, No. 1, pages 18-20, 1972.

The author's attitude toward the adaptation of Sesame Street in foreign countries is that it is worth doing, if done well, but the project should be approached critically and warily.

Learning, Teaching, and Television Production for Children: The Experience of Sesame Street.

Gerald S. Lesser, Harvard University, Cambridge, Massachusetts, Graduate School of Education, 1972. 41 pages. Available from Harvard Educational Review, 17 Appian Way, Cambridge, Massachusetts 02138 (Journal citation: *Harvard Educational Review*, Vol. 42, No. 2, pages 231-272, May 1972).

Sesame Street has sought to provide a supplementary educational experience on television to help prepare children for school by stimulating their appetite for learning. Its specific goals include instruction in 1) symbolic representation—letters, numbers, and geometric forms, 2) cognitive processes—perceptual discrimination, relationships, classification, and ordering; 3) reasoning and problem-solving; and 4) “the child and his world”—concepts regarding the self, social units, social interaction, and the man-made and natural environment. This paper discusses 1) some informal principles of learning and teaching, and 2) some production and writing methods that have been used experimentally on Sesame Street to achieve those goals. Examples of the former are modeling, narrow focusing, learning from format as well as content, and cross-model reinforcement. Examples of the latter are use of music and sound to catch children’s attention, repetition, use of surprise and incongruity, use of animation and pixilation techniques, and the inclusion of the symbolic material to be learned within the televised dramatic action. Use of humor and diverse activities sustains children’s attention. The author is chair man of the National Board of Advisors to the Children’s Television Workshop, which produces Sesame Street.

Formative Research in the Production of Television for Children. ED 071 434.

Edward L. Palmer, Children’s Television Workshop, New York, New York, 1973, 37 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The Children’s Television Workshop (CTW), responsible for the programs Sesame Street and The Electric Company, conducted extensive research into the systematic use of television to promote the social, emotional, and intellectual growth of young children. Working without precedents in the field of formative research practice, CTW was able to establish an operational model that included behavioral goals, competence testing, experimental production and the Writer’s Notebook, a valuable asset emphasizing psychological processes, the child’s experimental referents, and unbiased suggestions from the program itself. The subsequent Model for Research on Presentational Learning investigated the relationship between program attributes (appeal, comprehensibility, activity eliciting potential) and the internal compatibility of elements and “viewer outcomes.” CTW found that this formative research approach was compatible with the trend toward explicit definition of instructional objectives followed by systematic trial and revision of instructional systems for achieving them.

Television Instruction and the Preschool Child. EJ 062 592.

Edward L. Palmer, *International Journal of Early Childhood*, Vol. 4, No. 1, pages 11-17, 1972.

The author, vice-president and director of research at the Children’s Television Workshop, describes the research conducted for Sesame Street.

Some Hard Questions. EJ 054 083.

Mary Ricketts, *Educational Screen and AV Guide*, Vol. 50, No. 7, pages 11-12, July 1971.

Three members of the staff of the Children’s Television Workshop answer questions about the new series, The Electric Company.

A Summary of the Literature on Sesame Street. EJ 064 274.

Janet M. Rogers, *Journal of Special Education*, Vol. 6, No. 1, pages 43-50, Spring 1972.

This article, written as Children’s Television Workshop launched its second educational program, The Electric Company, reviews the first series (Sesame Street) and its reception by the public.

Educational Effects of Sesame Street on Israeli Children. (Brief Summary). ED 070 317.

Gavriel Salomon and others, Hebrew University of Jerusalem (Israel), 1972, 56 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The results of a field study, a controlled experiment, and clinical observations on the educational effects of Sesame Street on Israeli children are summarized in this report. An overview section presents the general format and major findings, the next section describes the background setting of the studies, a method section covers the procedures used. The measures, their administration, and the encouragement treatment of the field study are discussed in the next sections. A results section presents the main findings of the three studies, concluding that the findings showed a very strong effect of Sesame Street on most of the ability measures employed, but that the observed effects of the program were due mainly to the intelligent viewing of it.

Television in the Lives of Our Children.

Wilbur Schramm and others, Stanford University, California, Institute for Communication Research, 1965, 324 pages. Available from Stanford University Press, Stanford, California 94305 for \$2.95.

Eleven studies made between 1958 and 1960 gathered information about the conditions under which children seek out television and under which TV has an effect on them. This

book describes these studies and reports and interprets their results. In the first few chapters, some of the changes TV has made in the child's world are described, and essential facts and figures are provided on the amount and kind of TV children make use of at different ages and times and what it means to them. Other chapters develop and test some theory as to how and why children use TV, analyze the chief elements in a child's life and personality that determine the use he makes of TV, and consider the chief suppositions that have been made about TV's effects. A final chapter summarizes the findings, and concludes with questions addressed to broadcasters, teachers, parents, and researchers. Statistical evidence is appended.

Misterogers' Neighborhood: A Resource for Exceptional Children. EJ 071 628.

Hedda B. Sharapan, *Audiovisual Instruction*, Vol. 18, No. 2, pages 18-20, February 1973.

Adapted from a speech presented at The Ohio State University as part of a symposium to inaugurate the National Center on Educational Media and Materials for the Handicapped, this article is a discussion of the role played by the television show, Misterogers' Neighborhood, in the education of handicapped children.

Who Wants to Live on Sesame Street? ED 066 221.

Herbert A. Springle, Learning to Learn, Inc., Jacksonville, Florida, 66 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. (Also available in *Childhood Education*, Vol. 49, No. 3, pages 159-165, December 1972.)

Two studies of the effects of Sesame Street are presented. In the first case, the study tested two hypotheses: (1) Sesame Street can prepare poverty children for first grade; and (2) Sesame Street can narrow the achievement gap between the poor and the middle-class child. Twenty-four pairs of poverty children were randomly selected for an experimental and a control group. The experimental children were exposed in a kindergarten setting to the Sesame Street curriculum as the educational component of their program. The results of this experiment show that the curriculum did not accomplish the two relevant educational goals which were established for it. The aim of the second study was to examine and evaluate the effects of exposing groups of poverty children to different time lengths of viewing Sesame Street and compare these groups to groups of non-viewing poverty children. The experimental group (E4) and the control group (C4) both attended all-day day care and Head Start kindergarten. The E4 group watched Sesame Street every day and their teacher used the Sesame Street curriculum as the cognitive component of their program. The day care program of the C4 group was similar to conventional day care programs and had a structural curriculum as the cognitive component of the program. At the beginning of the fourth week in first grade, the children of both groups were given the Metropolitan Readiness Test, which measures word meaning, listening, matching, alphabet, numbers, and copying. On all measures except word meaning, the C4 children scored higher than the E4 children. The children exposed to

Sesame Street for over a two-year period made significantly less educational gains than the children who participated in a traditional Head Start program.

Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report. EM 011 234.*

Frederick Williams and others, Texas University, Austin, Center for Communication Research, 1973, 416 pages. EDRS price microfiche 65c, Xerox hardcopy \$16.45.

A field experiment, attitude surveys, and a process evaluation were conducted in order to evaluate the third year of Carrascolendas, a kindergarten-second grade bilingual series carried nationwide on the Public Broadcasting Service. Test scores showed that material presented in Spanish had a significant impact on learning in history and culture. First graders showed marked improvement in English and Spanish language skills. Several content areas were affected: history, culture, English and Spanish language skills, and math. Second graders benefited at least, showing significant gains only in the Spanish content area of history and culture and in English fluency. There was little impact upon the Spanish content areas of science, phoneme/grapheme relations, and language mixing. Attitudes of teachers, parents, and children toward the series were positive, and a growth of pride in Mexican culture and increased use of the Spanish language were noted. The process evaluation found improvement in the management of the project, although insufficient dissemination of information about the series to potential viewers was regarded as a salient shortcoming.

Children's Television Commercials; A Content Analysis.

Charles Winick and others, 1973, 156 pages. Available from Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 for \$13.50.

The purpose of the study described in this book was to determine the content parameter of television commercials addressed to children. A total of 236 commercials were collected from advertising agencies representing cereals, candy, drinks, foods for meals, restaurants, cookies, miscellaneous, cakes, ice cream, vitamins, and crunchy snacks. Each commercial was coded according to the degree to which each of 145 previously formulated dimensions of content was present. In addition, a separate study was conducted of commercials in the content analysis that were broadcast over the three networks between 7:00 a.m. and 2:00 p.m. on five consecutive weekends. The study's results are listed, discussed, and interpreted according to dimensions such as length, product information, health and nutrition, sales persuasion techniques, sales pitch delivery, casts, setting and story elements, authority figures and heroes, production techniques, language, and age.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The FD number will be sent to you as soon as it is issued.

How to Find the Live Ones on Children's TV. EJ 064 421.

Christopher S. Wren, *Saturday Review: Education*, Vol. 55, No. 38, pages 54-61, October 1972.

By phasing out the superheroes of violence, attempting to involve children in constructive projects and reexamining their commitment to children's programming, the major commercial networks are gradually changing children's television. Together with non-commercial television networks they are striving for greater quality control.

RECENTLY OFF THE PRESSES

The Early Window: Effects of Television on Children and Youth.

Robert M. Liebert and others, 1973, 193 pages. Available from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 for \$9.50 hardcover, \$6.50 paperback.

The purpose of this book is to provide an account of theory and research which now bears on television and children's attitudes, development, and behavior, and to explore the political and social questions which surround these issues. The various chapters discuss the history of television, television's production and content today, the problem and issues concerning television and aggression, laboratory and field studies of television and aggression, television's potential for prosocial effects, the commercial interests, government and industry control of television content, and the past and future of television programming for children. Appended are a list of papers and reports related to the Surgeon General's inquiry into television and social behavior.

CONTINUING/HIGHER EDUCATION

Selective Review of the Results of Research on the Use of Audiovisual Media to Teach Adults. ED 066 923.

Peggie L. Campeau, Council of Europe, Strasbourg (France), 1971, 29 pages. EDRS price microfiche 65c. Xerox hardcopy \$3.29.

The purpose of this literature review was to summarize results of experimental studies on the instructional effectiveness of audiovisual media in post-secondary education. Studies which met seven major screening criteria were used. A study was generally accepted if it compared performance of experimental and control groups on objective measures of cognitive achievement. Of 200 items studied in detail, only about a dozen met screening criteria. These are summarized under the following headings: programmed instruction (the largest group); television, videotape, and motion pictures; slides, filmstrips, overhead transparencies, and still pictures; radio and tape recordings; and multiple media. A closing section enumerates common methodological defects in recent media research. It is proposed that potentially interacting variables be 1) defined according to some theoretical framework, 2) used in multivariate designs, and 3) taken into account in planning more multi-media studies. More effort should also be devoted to replication and follow-up studies.

The Fourth Revolution; Instructional Technology in Higher Education. ED 061 994.

Carnegie Commission on Higher Education, Berkeley, California, 1972, 112 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58. Available in original form from McGraw-Hill Book Company, Hightstown, New Jersey 08520 for \$1.95.

The technology of communications and data processing that has had a profound impact on American Society generally in recent decades promises to have powerful influences on higher education as well. What these influences may be and what steps should be taken to assure that the benefits of instructional technology will be realized in an orderly and reasonably prompt manner are the concerns of this report. The utilization of technology for administrative and research tasks in higher learning is acknowledged but the emphasis is on its role in instruction. This report also makes a distinction between instruction that is designed for a formal teaching-learning situation, and the more general information that may result from informal exposure to information and ideas. Thus, this report is only incidentally concerned with the informal educational potentials of television, while it is very much concerned with the uses of television for instruction. Particular emphasis is given to the direction of new effort that is required if the full advantages of technology in higher education are to be realized. The findings and recommendations are a blend of suggestions and practice which are considered to have the greatest merit as part of a coherent policy.

VT Not TV in the Classroom and the Community.

Elliot S. Glass, *Audiovisual Instruction*, Vol. 18, No. 7, page 18, September 1973.

This article describes an option to CATV and ITV as merely tedious classroom extensions of commercial television. A program at Queensborough Community College ensures that students are active participants in the development of material to be consumed.

A Study of Two College Credit Courses Offered over Television by the Southern California Consortium for Community College Television. EM 011 003.*

Lynne S. Gross, Long Beach Unified School District, California, 1972, 34 pages, paper presented to the California Association for Educational Media and Technology (Newport Beach, California, October 27-28, 1972). EDRS price microfiche 65c, Xerox hardcopy \$3.29.

A consortium of 20 community colleges in Southern California enrolled approximately 8000 students for two televised college credit courses and made comparisons between these students and on-campus students in the same courses. Information was gathered either through questionnaires, college records, or interviews about course effectiveness, audience composition, and publicity effectiveness. Results showed no significant differences between on-campus students and students taking the televised courses in grades, although more students did not complete one of the televised courses as compared with on-campus students in the same course. Further, televised courses did not significantly reduce on-campus enrollment in the same courses, and students taking the televised courses like their convenience best. Analysis of the data on audience characteristics showed that the typical television student was a married female with some college education who was taking the course on a part-time basis to get a college degree. Finally, the publicity data indicate that heavy publicizing of the courses probably led to greater enrollments, and that brochures were the most effective method.

English for Foreign Speakers—A Television Solution.

Michael R. Kelley, *Audiovisual Instruction*, Vol. 17, No. 9, pages 25, 26, 28, November 1972.

This article describes how—in the nation's capital—English instruction was provided to one group whose special educational needs are often overlooked.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

The Neglected Majority: Mass Communications and the Working Person. ED 064 867.

Harold Mendelsohn, Alfred P. Sloan Foundation, New York, New York, 1971, 95 pages. EDRS price microfiche 65c. Xerox hardcopy \$3.29.

Studies have shown that members of the working class are often overworked, underpaid, overtaxed, and unhappy. They tend to be distrustful of new ideas and methods and to rely on their extended families to meet their needs for human contact. One way in which the working class person may have a chance to widen the character of his interactions with society may be through cable television. In order to achieve this breakthrough the communication system must be manned and sustained by persons of ostensible working status backgrounds and interests, thereby giving the cable system credence among its proposed audience and a voice to speak to the outside world. With this system established it may be possible to give working class people a view of the larger world, an understanding of the society in which they live, and a guide to the power they possess to shape society to their needs. The proposed system may also offer simple pleasure-giving entertainment that is better geared to the unique popular culture tastes of working people.

Broadcasting for Adult Education; A Guidebook to World-wide Experience.

Ignacy Waniewicz, 1972, 132 pages. Available from UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016.

Mass media can be used to help meet needs for adult education. Many projects have proved the effectiveness of radio listening and television viewing groups. New technology such as low-cost radio and TV, communication satellites, and videotape recording equipment will lead to new techniques. But the technology itself is only a beginning. The quality of the message, and the guidance and support given the listener are as important. Program goals and content should be defined with maximum cooperation of the listeners. And programs should be pretested with pilot projects, and continually reevaluated by audience feedback. Adequate provisions should be made for training production personnel, teachers and field workers, forming effective reception groups, and providing supplementary materials. Costs vary and should be defined in terms of costs per viewer or listener and educational effectiveness of programs.

THE OPEN UNIVERSITY

The BBC and the Open University: A Broadcasting View. EJ 058 542.

Donald Grattan, *EBU Review*, Vol. 23, No. 2, pages 26-32, March 1972.

This article presents an overview of the Open University, from its inception in 1962 as a vaguely defined adult education program, through the first eighteen months of actual operation.

Course Production at the Open University III: Planning and Scheduling. EJ 056 954.

Brian N. Lewis, *British Journal of Educational Technology*, Vol. 2, No. 3, pages 189-204, October 1971.

This is the third of an ongoing series of descriptive papers by Professor Lewis on the Open University. The first paper ["Course Production at the Open University I: Some Basic Problems," *British Journal of Educational Technology*, Vol. 2, No. 1] gave a brief account of the University's overall teaching system, and the organizational difficulties that confront the academic members of staff. The second paper ["Course Production at the Open University II: Activities and Activity Networks," *British Journal of Educational Technology*, Vol. 2, No. 2] discussed the highly varied activities that the staff need to engage in, in order to produce successful multi-media courses. This article continues the story by discussing some recurring problems of planning and scheduling, including the role of televised courses.

Research for a New Institution: The Open University. ED 064 571.

Naomi E. McIntosh, 30 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The Open University is discussed from the standpoints of problems, the design of the Student Application Form, an analysis of the student's progress, data collection techniques, and the course unit reporting system. Problems discussed include: the devising of an integrated multi-media system suitable for teaching degree-level courses; teaching effectively at a distance; and teaching mature students with a wide range of educational backgrounds, experience, ability, and home situations. Sections of the Student Application Form are presented in figures. A student progress calendar and intervening "milestones" for 1970-71 and student progress by course are illustrated. Baseline questionnaire data obtained from 77% of the students who registered are discussed and illustrated. A sample of questions on the Report Form on Course Units is provided, and two graphs show the television viewing and radio listening figures for a ten-week period. A histogram shows the average attendance, by course, over all the weeks of the school year, as well as the highest and lowest individual weeks. The average hours spent on each unit over the ten weeks of the course, for each of four courses (science, humanities, math, and social science) in 1971, are also shown in histograms.

CABLE TELEVISION/TELECOMMUNICATIONS

Communications and Society; Summary Report on the Conference on the Cable and Continuing Education. EM 010 996.*

Aspen Institute for Humanistic Studies, Palo Alto, California and Academy for Educational Development, Palo Alto, California, 1973, 10 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

About 30 educators, cable operators, and foundation and government representatives discussed cable television and continuing education at a conference. They concluded that cable has great potential for education, because of the following features: 1) multiple channels, 2) controlled access to cable channels, 3) an educational access channel, and 4) eventual two-way capability. Barriers to the greater use of cable include: 1) lack of high quality educational materials suitable for televised use and a shortage of skilled personnel to produce them; 2) need for means to evaluate media-based education; and 3) lack of adequate and equitable funding means to support continuing education. The panel's recommendations were: 1) establishment of close liaison between educators and cable operators; 2) a campaign to educate educators to the potential uses of cable and other technologies; 3) a major study of the means for financing expanded access to continuing education; 4) development of a national system for the collection, assessment, and distribution of instructional materials for post-secondary education; 5) a continuing overview of progress in the use of cable and other technologies for continuing education.

Interactive Television, Prospects for Two-Way Services on Cable. ED 067 125.

Walter S. Baer, Rand Corporation, Santa Monica, California, 1971, 100 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Available in original form from Communications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 for \$3.

The technology of cable television is advancing rapidly. Of prime importance to cable television in the 1970s will be the development of two-way interactive communication services on cable systems. This report describes that development; the technical, economic, and regulatory forces that influence it; and the public policy issues that it raises. This report has been written for several distinct groups of readers. Those concerned chiefly with broad policy questions may wish to read only the summary, the introduction, and the final section on policy issues posed by the evolution of two-way services on cable. Readers who want a more detailed description of potential services, including the "subscriber response services" that seem most likely to be feasible in the next five years, should also read Sections II and III. Those interested in the near-term economics of this group of services should focus on Section IV. Finally, readers interested in the present status of two-way cable television will find a discussion of recent field tests and demonstrations in Section V.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

Remarks at the Publi-Cable Seminar. ED 066 019.

Fred W. Friendly, 1972, 15 pages, speech given to the National Education Association Publi-Cable Seminar (Washington, D.C., May 5, 1972). EDRS price microfiche 65c, Xerox hardcopy \$3.29.

American government response to the growth of radio, TV and now cable television (CATV) has been too little too late, to protect vested interests instead of to set long-range policies. A recent closed-door meeting called by the director of the Office of Telecommunications Policy of the White House, to talk about CATV regulation, was no exception. Representatives of CATV, broadcasting, movies, music and other industries, as well as the chairman of the FCC were all invited; but no one was invited to represent the six million subscribers. When the parlay was over, there was a CATV policy stripped of all its sinews except those which strengthen the status quo. So it's time for changes. A good start is to begin asking the right questions. For example, how should we handle pay-TV, and what should be the proper relationship between federal, state and local bodies concerned with regulating CATV? We should think about designating a half-dozen communities as wired city experiments, as a basis for hard information useful for long-range policy making.

Eleventh Report on Telecommunication and the Peaceful Uses of Outer Space. ED 066 883.

International Telecommunication Union, Geneva, Switzerland, 1972, 124 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

Subjects covered in this annual report of the International Telecommunication Union (ITU) include: 1) action taken with regard to regulations; 2) application of international regulations; 3) telecommunication studies and standardization; 4) planning of the international telecommunication network; 5) technical cooperation activities; 6) cooperation with other international organizations concerned with space; and 7) information and documentation activities. In addition, appendixes contain the reports of individual countries on developments in space communication and relevant resolutions adopted by the United Nations at its 26th session.

To Cable or Not to Cable? EJ 062 950.

John E. Keshishoglou, *EBU Review*, Vol. 23, No. 4, pages 32-35, July 1972.

This article is a brief summary of the development and potential of cable television in the United States.

Common Carrier Access to Cable Communications: Regulatory and Economic Issues. ED 062 804.

Lionel Kestenbaum, Alfred P. Sloan Foundation, New York, New York, 1971, 39 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The implications of cable television (CATV) common carrier access and economic and regulatory issues associated with it are examined in this paper. The first section provides a discussion of the feasibility and legal basis of common carrier access; the next section contrasts common carrier access with existing over-the-air television broadcasting systems. A

third section examines assumptions about channel availability for common carrier access; and the next two sections discuss rates and costs of access and costs of programming and services. A sixth section deals with cable system interests conflicting with common carrier access and includes discussions of cable systems as originators and cable system liability. The final section considers some implications for pending issues in the cable field, such as ownership, commercial substitution and local broadcasting, and CATV support for noncommercial broadcasting.

A Guide to the Literature on Application of Communications Satellites to Educational Development. ED 060 661.

Robert P. Morgan and Jai F. Singh, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1972, 23 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

Because of the ability of communications satellites to distribute electronic information (radio, television, digital computer data) over wide areas with potentially attractive costs, considerable interest has been shown in using satellite technology to enhance educational programs, both in the United States and in other countries. In view of these developments, this literature guide provides an introduction to satellite technology; to nontechnical aspects of satellites, including economic, organizational, social, political, and legal factors; and to educational and developmental uses of satellites, including experiments and systems planned or proposed. Also included is a basic reference shelf, providing the reader with a broad overview and a good starting point for a more detailed literature investigation, and a guide to organizations with interest in educational satellite utilization. A bibliography which lists other relevant entries concludes the paper.

Cable Television and Education; A Report from the Field.

National Cable Television Association, Washington, D.C., 1973, 56 pages. Individual copies available free from Public Affairs Department, National Cable Television Association, 918 Sixteenth Street N.W., Washington, D.C. 20006.

Cable television, with its potential wealth of channels, provides education with a possible new tool through which existing services can be improved and new services devised. This report very briefly describes some of the possibilities for the use of cable television and gives a number of examples of ways in which communities are using cable television to assist teachers, make their own programs, teach children from preschool to college, improve library services, and extend educational services to the general public. Appendixes include the National Cable Television Association (NCTA) educational policy statement, Federal Communications Commission (FCC) rules governing educational access channels, interpretation of those rules, a list of colleges and universities which use cable television, a list of further sources of information, and an index of communities cited as examples in the report.

CATV: The New Communicator. 21st Annual NCTA Convention Official Transcript. Technical Volume. ED 069 118.

National Cable Television Association, Inc., Washington, D.C., 1972, 679 pages. EDRS price microfiche 65c, Xerox hardcopy \$23.03.

The proceedings of the 21st annual National Cable Television Association convention are presented under the following groupings: short haul microwave systems, satellite/cable system engineering, market studies, FCC (Federal Communications Commission) technical rules and standards, program origination, cable channel allocations, cable system operation, two-way system experience, advanced techniques and design, underground engineering, and multi-channel microwave distribution systems.

Thaw; New Rules to End the Cable TV Freeze. ED 063 784.

National Cable Television Association, Washington, D.C., 1972, 42 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The report summarizes the Federal Communications Commission's (FCC) rule-making of February 3, 1972 for cable television (CATV) concerning what channels must be carried in certain categories of broadcast markets, use of non-broadcast channels, technical standards, and federal/state/local regulatory relationships. The report highlights the rule that all new systems in the largest 100 markets must provide a minimum capacity of 20 channels, as well as a capability for two-way transmissions. The report makes clear that under the new rules CATV systems must provide at least one non-broadcast channel for every broadcast channel, and that three of the non-broadcast channels must be for public access, education and local government; all public access channels must be available first-come first-serve, with no Fairness Doctrine restrictions, and no censorship allowed by the CATV operator except to prohibit obscenity and lotteries. The report describes minimum standards for CATV franchises, and the steps a CATV operator must take to get the required FCC certificate of compliance.

The Exclusivity Provisions of the Federal Communications Commission's Cable Television Regulations. EM 011 019.*

Rolla Edward Park, Rand Corporation, Santa Monica, California, 1972, 105 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58. Available in original form from Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 for \$4.

The Federal Communications Commission (FCC)'s new regulations for cable television permit cable systems to carry

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

distant signals. However, the rules require that some distant programming be blacked out to protect programs under exclusive contract to local standard television stations. The purpose of this study was to show what effect these rules would actually have on programming. Program schedules of independent stations that might be carried as distant signals were compared with lists of programs that would have to be blacked out under the new rules. Because information could be obtained on only four stations—two network affiliates and two independents—on the programs they had under contract, it was necessary to “build up” estimate for different kinds of television markets from information on these four stations. The summary of the findings is that exclusivity provisions severely restrict distant signal carriage in markets where distant signals are not very important anyway—those with good over-the-air independent service. In markets where distant signals are important—those with little or no over-the-air independent service—the exclusivity provisions leave distant signals more or less intact.

Foreseeable Problems in a System of Maximum Access.
ED 062 801.

John de J. Pemberton, Jr., Alfred P. Sloan Foundation, New York, New York, 1971, 43 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

A maximum-access cable television system will eliminate some legal and regulatory problems and introduce others. The operator of a system will no longer be responsible for and in control of what is transmitted over his system. With access unlimited and unrestricted, such regulations of content as the “fairness doctrine” and “equal time” become unnecessary, although “right to reply” will still be necessary; new rules must be derived to deal with it in the new situation of unlimited access. Origination by persons or groups who are too poor or too controversial to obtain access in the current system raises the problem of financial and legal responsibility for injury which their broadcasts might cause. However, the narrowing scope of libel, sedition and pornography laws, home console “locking” against certain types of programs, and free access for reply all lessen this problem. A system of compulsory insurance could cover the remaining cases. Finally, privacy will be a difficult problem with free-access cable systems, but as it becomes a problem for everyone, the law will develop to guard privacy.

Current Communication Satellite Educational Experimentation: An Overview. EJ 070 939.

Kenneth A. Polcyn, *Audiovisual Instruction*, Vol. 18, No. 2, pages 32-35, February 1973.

“Combined with the growing cable system and other technology in the United States, satellite technology may be the heart of the fourth revolution in education.” This article reviews three programs: The State of Alaska Satellite Experimentation, the State of Hawaii Satellite Experimentation, and the Stanford University-Brazilian Experiment.

Politics in a Wired Nation. ED 062 805.

Ithiel de Sola Pool and Herbert E. Alexander, Alfred P. Sloan Foundation, New York, New York, 1971, 76 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The implications for American politics, public affairs broadcasting, and new reporting under different sorts of cable television (CATV) systems are considered in detail by this report. The authors believe that a contract carrier system is the most desirable, since it makes broadcast time most freely available and prevents the cable franchise owner from acquiring undesirable political influence and conflicts of interest. The report maintains that a multiplicity of channels will lead to a highly fragmented audience, with political material going mostly to very small audiences; secondly, the fragmented audience will have to be organized, and this will lead to a revitalization of grass roots organizations and local politics; finally, as politics becomes increasingly localized, public attention might be drawn away from its current focus on national problems. Consequently, the report suggests that a federal channel be provided as part of all CATV systems so that national information, which otherwise might be too expensive for local franchises to offer, will still be available to the public.

Educational Satellites: Capabilities and Limitations.
EJ 052 729.

H. A. Raymond, *Audiovisual Instruction*, Vol. 17, No. 1, pages 14-15, January 1972.

This article describes the Applications Technology Satellite-F program, a pioneering effort in the use of alternative transmission systems to support education.

Education and Cable TV: A Guide to Franchising and Utilization. ED 071 432.

Jon Shafer, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1973, 47 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 \$2.50. (Check must be included with order and made payable to “Box E.”)

Designed to provide the educator with some answers about cable television (CATV), this monograph and resource catalog provides a basic description of CATV, its educational uses, and the franchising provisions which relate to its educational uses. The transition of CATV from an association with broadcast television toward cable information systems is a central theme of the document—its two-way capability, hands-on access, local origination, increased channel capacity, reduced costs, Federal Communications Commission rulings, and the implications of these technological advancements and policy changes for education and for society. Practical suggestions are made to the educator; information is provided about forces operating on cable’s development; and recommendations are offered about

franchising processes. In addition, alternative forms of ownership and extensions on "two-people-on-a-log" formatting are discussed. Appended are footnotes and a bibliography designed to help those who wish to readily examine any area in more detail.

Docket Search. Part of a Planning Document for the Establishment of a Nationwide Educational Telecommunications System. ED 060 396.

Synergetics, Inc., Washington, D.C., 1971, 154 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

A docket search reviews selected educational telecommunications issues brought to the attention of the Federal Communications Commission (FCC). The docket search was part of an effort to develop a planning document for the establishment of a nationwide educational telecommunications system. Key policy-making proceedings were identified which dealt with educational television on UHF-TV, ITFS (Instructional Fixed Service Television), CATV (cable television), common carriers, and domestic satellites. For each docket a brief statement of the issue and a capsulized review of the position taken by each major participant in the proceedings is first presented; then a more detailed review describes the issues as seen by the FCC and the responses of the educational and other interests in a chronological order. Changes or modifications in position that occur are noted, and the rationale for each position is included, particularly as it relates to the positions of educational interests. The educational implications of the FCC decisions for each medium are summarized.

Literature Search: A Planning Document for the Establishment of a Nationwide Educational Telecommunications System. ED 060 395.

Synergetics, Inc., Washington, D.C., 1971, 188 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

A literature search, made to provide a data base for a proposed nationwide educational telecommunications system, reviews and summarizes existing literature in the field. Educational telecommunications is divided into eight categories: instructional television, educational radio, telephone instruction, dial access information retrieval systems, information network systems, communications satellite systems, common carrier, and computer augmented learning. A ninth section deals with education and telecommunications in general. Within each category, a description of the category is followed by a brief discussion of its technology and its implication for education. In most cases the description is followed by a review of the literature in which the significance of various publications is pointed out, and the main areas of research noted. The final section presents an annotated reference for each publication. Publications which were obtained too late for review, but which appear to be of major significance, are listed without annotation. The files of the National Technical Information Service, NASA, the National Library of Medicine's AIM-TWX system, and the ERIC system were searched along with a number of libraries specializing in educational telecommunications topics.

Present and Probable CATV/Broadband-Communication Technology. ED 063 733.

John E. Ward, Alfred P. Sloan Foundation, New York, New York, 1972, 119 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

The study reports on technical and cost factors affecting future growth of Cable TV (CATV) systems and the development of the "wired nation." Comparisons are made between alternatives for distributing CATV signals and alternative prototypes for subscriber home terminals. Multi-cable, augmented-channel (with converter), and switched CATV systems are reviewed in language aimed at informed laymen. It is concluded that within five years, a combination of 40 to 60 downstream to-the-subscriber program channels, certain video interconnect services, and substantial two-way home digital data services can be provided in several ways at reasonable cost: from \$200 to \$500 per subscriber, depending on the type of service, level of penetration, and costs of installing and maintaining the wiring. Appendices discuss interference problems in frequency multiplexed TV transmission over CATV, and the characteristics of two switched CATV systems.

Draft Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, The Spread of Education and Greater Cultural Exchange. ED 066 914.

United Nations Educational, Scientific, and Cultural Organization, Paris (France), 1972, 6 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

Recognizing that communications satellites are capable of broadcasting programs for individual or community reception and that the Universal Declaration of Human Rights proclaims that everyone has the right to receive and impart information through any media regardless of frontiers, the following guiding principles are proclaimed: (1) satellite broadcasting shall be guided by international law; (2) satellite broadcasting shall respect the sovereignty of all states; (3) the benefits of satellite broadcasting should be available to all countries without discrimination; (4) satellite broadcast international news programs should identify the body which assumes responsibility for the programs; (5) each country has the right to decide on the content of educational programs broadcast by satellite to its people; (6) cultural programs broadcast by satellite should respect the right of all peoples to preserve their culture; (7) commercial advertising should be subject to specific agreement between transmitting and receiving countries; (8) broadcasters' national and international associations should be encouraged to cooperate.

A Guide to Satellite Communication. Reports and Papers on Mass Communication Number 66. ED 067 885.

United Nations Educational, Scientific, and Cultural Organization, Paris (France), 1972, 36 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

Basic information about the characteristics, uses, and implications of communication satellites is presented. Character-

istics covered include the various types of systems—such as point-to-point, distribution, and broadcasting satellites—and the flexibility, capacity, geographical coverage, cost and disadvantages of satellites. The section on uses discusses existing and planned satellite communication systems, patterns and purposes of use, categories of services and users, remarks on costs, and alternatives. Implications for information, education, culture, the law, and institutional frameworks are noted. A selected bibliography is included.

PUBLIC TELEVISION

Corporation for Public Broadcasting Annual Report, 1971. ED 066 017.

Corporation for Public Broadcasting, Washington, D.C., 1972, 60 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The Corporation for Public Broadcasting (CPB) continued to grow in fiscal year 1971, its third year of operation. Fourteen new public television stations began broadcasting, bringing 7.9 million more persons within receiving range, and bringing the total number of TV stations to 207. Income increased 18 percent to \$14 million due largely to more federal government funding. Audience research showed the number of persons who watch public television each week jumped 6 million to 39 million, and the median hours of viewing climbed from 1.4 to 1.8 hours per week. Black householders saying they watched (used) public television rose from 35 to 52 percent. Productions which received awards included Sesame Street, Hollywood Television Theatre, The Great American Dream Machine, and NET Festival. National Public Radio, the first "live" public radio network in the U.S., began daily operation during the year, and the number of participating stations rose from 92 to 103.

One Week of Public Television, April 1972. Number Seven. EM 011 275.*

Natan Katzman, Corporation for Public Broadcasting, Washington, D.C., 1973, 96 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Available in original form from Corporation for Public Broadcasting, Information Systems Office, 888 Sixteenth Street N.W., Washington, D.C. 20006.

Seventh in a series of annual surveys, this interim report describes analyses of the programming schedules of public television broadcasters during one week in April, 1972. Results are reported for four different types of programming: instructional programming, Children's Television Workshop productions, news and public affairs programming, and general audience programming. Additionally, data were analyzed and are presented concerning various characteristics of the broadcasters such as amount of time broadcasting, type of program presented, source of distribution of programming, budget size of broadcaster, region of the country, type of licensee, and size of population served. Selected comparisons with previous surveys in this series are also presented. A summary of the results shows that the Public Broadcasting Service's programs and locally produced programs increased in usage, that there was an increase in instructional programming, and that the quality of programming also appeared to improve. Detailed tables and other information about the survey are appended.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

Survey of Public Television Station Managers—1972. ED 062 787.

W. C. Meierhenry, Nebraska University, Lincoln, Media Research, 1972, 160 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58.

The Public Broadcasting Service (PBS) in order to obtain feedback about its programming, conducted an extensive survey of PBS television station managers which secured information about programming, system use and development, and PBS departmental evaluation. The general consensus was that programs were better balanced and developed than station managers felt they had been in a previous survey, and that there was interest in the development of new programs for teenagers, low income populations, and consumers. Also, station managers generally felt that the PBS staff was attentive to inquiries if a little slow in responding, and that they understood PBS operations sufficiently well to know the correct individual to contact for either routine business or emergencies. They indicated mixed feelings about the usefulness of information distributed to stations by PBS and about the use of advertising.

Public Television Library Catalog of Programs. EM 011 094.*

Public Television Library, Bloomington, Indiana and Indiana University, Bloomington, 1973, 80 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Available in original form from the Public Television Library, 512 East 17th Street, Bloomington, Indiana 47401.

The Public Television Library (PTL), an integral part of the Public Broadcasting Service (PBS), searches out, selects, acquires, and distributes programs produced by local public television stations. This catalog lists the 1800 programs or series in the library according to subject matter. Each listing includes number of programs, length of the program or programs, and producing station. In addition, information is provided about format (color, videotape size), about broadcast rights, and about the content of the program.

The Financing of Public Television. ED 067 891.

Wilbur Schramm and Lyle Nelson, Aspen Institute for Humanistic Studies, Palo Alto, California, 1972, 69 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Available in original form from Communications and Society, 770 Welch Road, Palo Alto, California 94304 for \$2.00 each, up to five copies; \$1.50 each for more than five copies.

After study of the methods and level of financing of public television today, the authors conclude that the political and economic problems of public television are tied together. They note that public television receives far less support per capita in the United States than in other leading countries, and efforts to increase the amount and quality of local programming at the present level of funding are academic—parceling all the Federal revenues out to local stations would purchase only a few minutes weekly of low-cost programs. An adequate schedule of local, regional, and national pro-

grams, they suggest, would cost over two and a half times the system's existing budget, and the situation is likely to grow worse unless planning to prevent duplicative new stations is introduced. An examination of potential sources of funding did not provide grounds for any optimism—it appears that the Federal Government cannot abdicate its responsibility for this system. (An appendix contains some recommendations made by participants at a conference convened by the Aspen program to discuss this report.)

INTERNATIONAL

The BBC and Its Educational Commitment. EJ 065 920.

C. Curran, *Visual Education*, pages 41-49, August/September 1972.

This article is a review of the BBC's educational programs and activities.

Intergovernmental Copyright Committee (Eleventh Session, Geneva, November 1971). Report. ED 061 989.

Intergovernmental Copyright Committee, Paris (France), 1972, 19 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The eleventh session of the Intergovernmental Copyright Committee was held from November 3-5, 1971. This document reports on the agenda of that meeting which included the following topics: (1) report from the Conference for Revision of the Universal Copyright Convention (July 5-24, 1971); (2) photocopying of copyright works; (3) problems arising from the use of computers and other technological equipment; (4) report on the development of the International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations; (5) transmission via space satellites; (6) protection of phonograms; (7) assistance to states in developing their national copyright laws; and (8) a report on recommendations adopted by international organizations in the field of copyright, or likely to have repercussions on copyright. A list of participants and observers is appended.

Public Television in India: Investment Alternatives. EJ 066 025.

Dean Jamison, *Educational Broadcasting Review*, Vol. 6, No. 4, pages 244-250, August 1972.

This article compares several proposed plans in terms of costs and technical alternatives.

Educational Broadcasts of NHK; Special Issue of NHK Today and Tomorrow. ED 067 884.

Japanese National Commission for UNESCO, Tokyo, 1972, 42 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

Nippon Hoso Kyokai (NHK), the Japan Broadcasting Corporation, is the only public service broadcasting organization in Japan. This booklet lists the schedule of courses offered by NHK on educational television and radio for 1972. A wide range of instructional broadcasts are offered. For school children from kindergarten through high school, programs cover the Japanese language, science, social studies, English, music, art, ethics, technical questions, and home economics. Programs are also offered for correspondence education at senior high school and college levels. There are also special programs for physically or mentally handicapped children. In addition, the networks present cultural and special interest classes which are not connected to formal courses. The goal of NHK programming in each of these areas is discussed briefly.

Multi-Media Systems in Adult Education; Twelve Project Descriptions in Nine Countries. ED 067 817.

Dorothee Kyratōnis and Renate Vonhoff, editors, International Central Institute for Youth and Educational Television, Munich (West Germany), 1971, 225 pages. EDRS price microfiche 65c, Xerox hardcopy \$9.87. Available in original form from Internationales Zentralinstitut für das Jugend und Bildungsfernsehen, 8 München 2, Rundfunkplatz 1, Germany.

Twelve multi-media adult education projects in nine countries are described in this 250-page book. The projects include England's Open University, Japan's Broadcast Correspondence High School and University of the Air, West Germany's Telecolleg, The Netherlands' TELEAC, France's RTS-Promotion and Tele-CNAM, Poland's Politechnika Telewizyjna, and in the U.S., the Chicago TV College. The first section of the book outlines eight steps for building an efficient out-of-school instructional media project. The steps are: formulation of the educational problem, definition of the instructional objectives, definition of alternative media systems, identification of limiting conditions, evaluation of alternative media systems, planning the hardware and software, implementation of the project, and continuing evaluation and modification. Each of the case studies includes data about the background, organization, and current operation of each project. One of the case studies, Japan's Broadcast Correspondence High School, also includes data about costs.

ITV in American Samoa—After Nine Years. EM 011 066.*

Wilbur Schramm, Stanford University, California, Institute for Communication Research, 1973, 63 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

This is the first report on the instructional television (ITV) project in American Samoa in which it has been possible to base conclusions on any considerable amount of hard data. There is insufficient evidence to make conclusive comparisons of academic levels in 1964, the start of the project, with those today. However, experimental evidence shows that the longer pupils in any given grade had been exposed to television, the better their English performance. This is important as English is the language of instruction. Because they are in English and do not fit the Samoan curriculum or culture, mainland standardized tests are inadequate to measure Samoans' performance. Attitudes toward instruction by television decline sharply in the upper grades and high school, and between elementary and high school teachers. It is possible that after teaching standards rise (in part because of ITV itself), students and teachers become impatient with the mass and central control of the broadcasts. The annual cost of ITV is about \$157 per pupil, plus or minus 15%, including capital equipment and interest. After nine years, the chief administration of the project is in the hands of Samoans, from the director of education down through teachers.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

Television and Educational Reform in El Salvador. Summary Report of The First Year of Research. ED 067 857.

Wilbur Schramm and others, Stanford University, California, Institute for Communication Research, 1970, 43 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The impact of instructional television and educational reform in El Salvador was apparent in the 1969 school year. Large gains in learning were recorded for each of the three televised seventh-grade courses—science, mathematics and social studies. Baseline tests administered in four grades of school revealed that urban students developed conceptual abilities more quickly than rural students. Tests of general and reading ability were given to large samples of school children and here again urban students led rural students, and boys led girls. Overall attitudes were highly favorable toward the new educational innovations. Teachers and students who used instructional television were quite favorable at the beginning of the experience and even more favorable at the end. Three quarters of the research sample of seventh-grade students showed they were aspiring to higher status careers and higher salaries than their parents. And one final conclusion that emerged strongly was the importance of thorough planning and preparation before a new system goes into the classroom.

Israel and Instructional Television. EJ 058 557.

Thomas Petry Strauss, *Audiovisual Instruction*, Vol. 17, No. 4, pages 10-15, April 1972.

This article documents the growth of Israel's Instructional Television Centre (ITC)—an unparalleled opportunity in the development of instructional television.

GENERAL RESEARCH

In Search of a Visual Rhetoric for Instructional Television. EJ 058 539.

Charles M. Anderson, *AV Communication Review*, Vol. 20, No. 1, pages 43-63, Spring 1972.

This review of research examines the relationship between television production variables and learning, with emphasis on: visualization, camera and transitional factors, and color.

Instructional Television in Belgium. Proposal and Experimental Evaluation of an Appropriate Design for Effectiveness Research and Possibilities for a New Strategy in Program Evaluation. EJ 065 912.

Jean G. V. Herrel, *Scientia Paedagogica Experimentalis*, Vol. 9, No. 1, pages 18-51, 1972.

Implementation of a new research design may change research on television effectiveness in such a way that a solid basis for program improvement is established and that the understanding of instructional processes may increase.

The Effectiveness of Alternative Instructional Media: A Survey. EM 011 062.*

Dean Jamison and others, Stanford University, California, Graduate School of Business and Institute for Communication Research, 1973, 99 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The results of research on the effectiveness of four alternative instructional media are reviewed: traditional classroom instruction, instructional radio, instructional television, programmed instruction, and computer-assisted instruction (CAI). It was concluded that students learn effectively from all these media; relatively few studies indicate significant differences between media in effectiveness. Future research should focus on four areas: 1) determine if programmed instruction and CAI can be shown to save instructional time over a longer period and with a higher percentage of students; 2) investigate long-term effects of instructional technologies on students' motivations; 3) investigate the long-term effects of the individualization and privacy made possible by some of the technologies; and 4) future investigations should consider more imaginative uses of new technologies instead of using technology to provide a simulation of some traditional method.

*The ED number necessary for ordering this document is not yet available. If you wish to order the document, please write the ERIC Clearinghouse at Stanford University, giving the document title and EM number. The ED number will be sent to you as soon as it is issued.

Effect of Televised Simulated Instruction on Subsequent Teaching. EJ 061 868.

Larry C. Jensen and Jon I. Young, *Journal of Educational Psychology*, Vol. 63, No. 4, pages 368-372, August 1972.

This experiment was designed to help meet the need for more controlled experiments on the effects of microteaching and to investigate different areas of teacher behavior over more than one time period.

Nielsen Television '73: A Look at the Medium.

A. C. Nielsen Market Research Organization, Chicago, Illinois, 1973, 20 pages. Available from A. C. Nielsen Company, Nielson Plaza, Northbrook, Illinois 60062.

The latest (1973) edition of Nielsen Television presents data on the television audience. Major findings are graphically summarized and data are presented for: number of stations receivable by household; households equipped with TV sets; United States TV households with color television; total United States households using television by time of day; average hours of household TV usage per day and per week; weekly viewing activity for women and men; persons using TV and distribution by women, men and non-adults; audience composition of selected prime time evening program types; prime evening regularly scheduled programs by type; Nielsen average audience estimates in five-year audience trends; cable TV growth; and Nielsen average audience estimates for the top 15 programs.

A Comparison of Colour and Black and White TV. ED 072 655.

Carol Reich and Alan Meisner, Toronto University (Ontario), 1972, 33 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The relative educational effectiveness of color vs. black and white television has not been exhaustively explored. While previous studies have concentrated on the factual retention of subject matter—bypassing the subjective attitudes—this study was designed to thoroughly analyze both areas. Using Osgood's Semantic Differential and the Liking Scale, the researchers tested 12 seventh-grade classes at experimental Toronto schools. A ten-item multiple choice test was used to measure retention. The classes were divided into color and black-and-white television groups. The study found that there was little evidence that color was a different instructional medium from black and white. The data suggested that color may reduce the value of the spoken word and consequently make color a valuable medium when the material to be taught involves visual experience or a dramatic event.

Study of Television As an Educational Medium. Study Number One. ED 066 004.

Toronto Board of Education (Ontario), Research Department, 1972, 64 pages, re-issued out-of-print document. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

In 1960, a series of four telecasts concerning guidance, four

on art, and five on science were shown in elementary and secondary schools of Toronto, Canada. Each telecast was fifteen minutes long. They were evaluated by teachers and administrators on three counts: physical aspects for viewing the telecasts, effectiveness of the television presentation, and effect on learning. Among the results of an evaluation questionnaire are: the telecast portion of each lesson had a significant effect upon learning and retention; telecast portions of lessons stimulated pupil interest and motivated expanded activities; more than one presentation of each telecast is necessary for optimum effect on learning and retention; and telecast portions of lessons should be received by one class in a regular classroom setting. An experiment on closed circuit television showed that a black-and-white telecast is as effective as a color film presentation in facilitating learning.

OTHER

Copyright Considerations in Educational Broadcasting. ED 070 316.

Eugene N. Aleinikoff, Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1972, 14 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29.

The discussion of copyright law presented here begins with a summary of a few basic aspects of American copyright law. It then goes on to discuss the particular application of this law to educational broadcasting by explaining first copyright law itself and then the historical doctrine of "fair use." "Fair use" is not mentioned in the copyright law but has been progressively developed by the American court to avoid unduly harsh copyright enforcement. The specific application of these principles of law to the use of books and periodicals, music and records, motion pictures, television programs, filmstrips, and photographs is discussed in regard to their use in educational broadcasts. Some of the most recent developments in copyright litigation are briefly summarized in conclusion. A selected bibliography is appended.

Cost-Effectiveness As an Aid to Making Decisions in Education.

Polly Carpenter, Rand Corporation, Santa Monica, California, 1970, 9 pages, paper presented at National Association of Educational Broadcasters Cost-Effectiveness Seminar (Washington, D.C., November 7-8, 1970). Available from National Technical Information Service, Springfield, Virginia for \$1.45 in microfiche and \$3 in hardcopy as document AD-731 277.

The purpose of this paper is to argue for cost-effectiveness analysis as an aid to decisionmaking but not as a substitute for it. An attempt is made to demonstrate that it is possible to present information about educational programs that is far more useful to decisionmakers than the oversimplified and often dangerous approaches now in use.

Evaluation of Televised Instruction. EJ 068 387.

Thomas C. Forrester and Richard D. Zakia, *Audiovisual Instruction*, Vol. 17, No. 10, pages 14-17, December 1972.

The Research Center at Rochester Institute of Technology has initiated and is now developing an evaluation service specifically for instructors and producers involved with television instruction. The vehicle used is a 30-item questionnaire, which the authors discuss in this article.

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

G. Harry 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.

Financial Statistics of Noncommercial Television License Holders: Fiscal Year 1970. Revised Edition. ED 063 767.

Ronald J. Pedone and others, Corporation for Public Broadcasting, Washington, D.C., and National Center for Educational Statistics, Washington, D.C., 1972, 99 pages. EDRS price microfiche 65c, Xerox hardcopy \$3.29. Available in original form from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for \$1.00 (HE 5.210:10080).

Fiscal year 1970 financial data for 129 educational television license holders responsible for 195 stations in the aggregate United States are presented. The data are grouped by type of license holder (institution of higher education, local public school system, state authority, or community organization) and region (North Atlantic, Great Lakes and Plains, Southeast, and West and Southwest), and are presented under four sections: license holders and stations; income for TV operations; direct operating costs for TV operations; and total capital expenditures for TV operations during and through fiscal year 1970. Appended are a brief history of surveys of noncommercial television license holders, a methodological description of such surveys, and the questionnaire items used in this survey.

A Proposal for User Fees for In-House Video-Cassette Dubbing of Commercial Educational Films.

Jim Seymour, *Audiovisual Instruction*, Vol. 18, No. 7, pages 29-30, September 1973.

The article suggests one possible route to determining an equitable basis for school districts and other end-users of educational films to produce in-house video copies of those films, while not violating the rights of the holders of copyright on the films.

Student Produced Television: An Aid to Motivation.

Alex and Ron Soverly, *Audiovisual Instruction*, Vol. 17, No. 8, pages 84-85, October 1972.

In East Chicago, a junior high school has a \$90,000 television studio which has been used as the motivator to help students become involved in learning.

Media and the Disadvantaged. Instructional Technology as the Equalizer for Disadvantaged Students. ED 071 061.

Stanford University, California, ERIC Clearinghouse on Educational Media and Technology, 1973, 101 pages. EDRS price microfiche 65c, Xerox hardcopy \$6.58. Available in original form from Box E, School of Education, Stanford University, Stanford, California 94305 for \$5. Check mabe payable to "Box E" must accompany order.

Representatives from the seven media-oriented instructional programs for disadvantaged students met with staff members from the Educational Resources Information Center (ERIC) Clearinghouse on Media and Technology to discuss the philosophy underlying their efforts, means of developing instructional objectives and strategies, criteria for the selection of materials, and ways of evaluating performance. Topics discussed include the merits of locally developed materials versus those of commercial products, evaluation of the affective domain, role playing by children, the use of radio, the role of the teacher, factors influencing the choice of media, traits of the culturally different learner, and an inventory of priorities as seen by those working in the field. A glossary of selected terms, descriptions of the seven model projects, and the results of a survey of chief state school officers used to identify such projects are also included in the report.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Association for Educational Communications and Technology for critical review and determination of professional competence. Points of view or *opinions*, however, do not necessarily represent the official view or opinions of either the Association for Educational Communications and Technology or the National Institute of Education.