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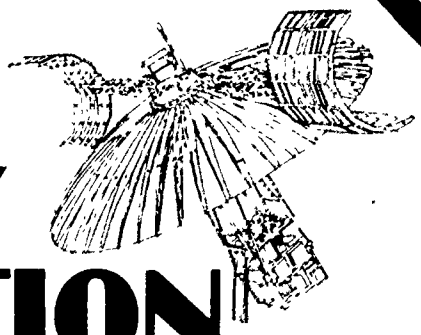
ABSTRACT

The Satellite Technology Demonstration (STD) produced a series of 81 television programs called the "J-series" for junior high school students. This material was used to illustrate real life situations for a career development program. Because materials were expensive, the decision was made to produce "in-house" programs and use preproduced materials for the remainder. Of the 69 prevideotaped "J-series" programs, about 20 percent on-the-air time was used for existing materials. To evaluate the "J-series", the STD measured audience acceptance of existing materials and found that teachers evaluated existing materials as the best program segment but students rated them as second best. The 50 sources who allowed their films to be previewed and an annotated list of five companies as film sources are appended. (Author/DS)

SATELLITE TECHNOLOGY DEMONSTRATION



FEDERATION OF ROCKY MOUNTAIN STATES, INC.

technical report

TR0502

INTEGRATING EXISTING MATERIAL INTO EDUCATIONAL TELEVISION PROGRAMMING

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INTRODUCTION

The Satellite Technology Demonstration (STD) was directed to produce a series of 81 television programs (called the "J-series") for junior high school students. Originally, the STD proposed producing 20 percent of the series at an in-house studio facility and subcontracting 80 percent of the programs to production houses in the western area. However, the funding agency, the National Institute of Education (NIE), rejected this proposal and suggested that the series be developed using free, or nearly free, film and tape material.

The STD made an extensive search of free or inexpensive materials available in the content areas of the series; this search indicated that a minimum number of relevant materials were available. Consequently, a final proposal to produce 80 percent of the programs in-house and to use preproduced materials for the remaining 20 percent of the programs was agreed to by the NIE and the STD. This report examines the relationship of the J-series to such previously-produced tape and film material.

The preproduced material was necessary to enhance the series' educational and technical objectives, which demanded that students see real people working in real situations. The STD did not have funding to purchase or operate a complete remote television facility, necessary to film or tape actual work situations or situations in a variety of geographical locations. Preproduced materials were, therefore, used to illustrate "real life" situations for the series.

Finding the best preproduced materials, however, was not as easy, fast, or inexpensive as originally believed. Much of the material examined was not acceptable to the STD, because it was too expensive. Many film or tape broadcast copyrights were extremely expensive. Further, some distributors would not allow material to be edited to fit the program format. Still more material was eliminated, because it was biased, inappropriate, or irrelevant.

SOLICITING PREPRODUCED MATERIALS

In late 1971, Dr. William Rapp, Dr. Dean Talagan, and other members of the Human Resources and Telecommunication Council of the Federation of Rocky Mountain States, Inc., initiated the

first search for existing materials on career education and decision-making. This solicitation focused on obtaining catalogs with descriptions of materials currently available or those being planned. As the Project continued, a reference specialist continued to request and receive catalogs from a variety of sources, and as knowledge of the STD's objectives diffused, many organizations voluntarily sent catalogs. Suggestions for material to examine came from other sources: in-house staff, state coordinators and other field support staff, consultants, articles in current educational and production periodicals, and personal visits by representatives from film and tape distributors.

All of these sources were reviewed for preproduced material that might be applicable to the series in content areas of career education, post-secondary options, decision-making, self-assessment, values, consumer education. Any material that was related to the content structure was compiled on a master list and earmarked for screening consideration. Films or tapes ordered for screening were then selected according to the following:

1. Applicability to the content areas.
2. Appropriateness of the stated grade level of the material.
3. Reasonable rental or preview cost of the material.

A list of preview film sources is found in Appendix A; annotated film sources, in Appendix B.

SCREENING AND EVALUATION PROCEDURES

At the initiation of the screening procedure, the entire programming staff evaluated existing materials. Then, as the demands on the directors and writers increasingly called them away from screenings, an undefined group of staff members evaluated the materials: those free to attend, did. Finally, however, an evaluation team evolved, guaranteeing continuity and efficiency. This team consisted of two people--a content generalist (the educator in the courseware or production team) and a representative of the production personnel.

The two persons on the team were assigned different responsibilities. The production representative, or programming assistant, reviewed the film for technical qualities, cost,

and copyright restrictions. The content generalist evaluated the material for applicability to content objectives and appropriateness for grade and language levels. Both members of the team evaluated the material for sexual and racial biases, usable segment times, and overall quality of the material. The results of this joint evaluation were recorded on evaluation sheets; these sheets were then circulated to all content personnel--the associate program director, the reference specialist, and the programming assistant.

The content generalists shared the information on these evaluation sheets with the writers, in preparation for script design meetings. During the design meetings, the courseware team discussed preproduced material available for specific program segments. If the team could not find any usable or suitable material for the programs, then it ordered additional films.

The existing material was integrated into the series in a variety of ways. Most often, one of the characters in Time Control Center (the futuristic format of the series) introduced the material by ordering the "computer" to illustrate specific work situations. Sometimes the original video and audio fit the segment requirements; occasionally the entire film would be introduced as an interview. But at other times, the writers provided audio narratives to combine career situations from different sources into a cohesive program segment.

OBTAINING BROADCAST RIGHTS

As specific films or tapes were identified for integration into the series, negotiations proceeded for the purchase of broadcast rights. The copyrights were purchased for an audience consisting of the 56 sites and the 12 Public Broadcasting System stations that carried the series.

TRANSFERRING AND EDITING EXISTING MATERIALS PROCEDURES

A system for integrating the films or tapes for which the STD had acquired broadcast rights was developed. These film segments or entire films were transferred at the STD facility

to time-coded videotape. (Time coding is the magnetic/electronic recording of impulses on videotape equivalent to frame numbers on film and is used as a synchronous time-reference point.)

The content generalists and/or programming assistant recorded a written summary of all transferred material in reference to the time codes. This not only made the actual editing of the material much easier, but it also provided a complete reference of material-on-hand in case of last-minute demands for existing footage.

During editing, the videotape editor located the time code suggested by the content generalist or program assistant for each edit required by the script. Several short and precise video and audio tape cuts were necessary, then the content generalist worked closely with the tape editor to make the necessary cuts. At other times, a written statement informing the editor of the proper time code was sufficient.

RESULTS

According to the STD's educational objectives, occupational scenes were needed to illustrate each of the categories in The Dictionary of Occupational Titles (DOT), the STD's prime source on career education. Each category was treated three separate times during the television series; the second treatment of each included the majority of job scenes available to illustrate the category.

Of the 69 prevideotaped J-series programs, about 20 percent of on-the-air time was used for existing material. In addition to illustrating DOT categories, film material was used to cover consumerism, development of labor unions, different lifestyles, post-secondary educational opportunities, self-assessment, and decision-making.

To evaluate the J-series, the STD research staff measured audience acceptance of existing materials. During the first semester of student programming; the teachers rated existing materials as the best program segment; students rated the materials as the second-best program segment. No significant difference occurred between students in intensive sites (those which could communicate directly with the Network Coordination Center in Denver) and receive-only sites, in which live interaction was impossible.

SECOND-SEMESTER REVISIONS AND RESULTS

Because the existing materials were highly accepted by the audience, all materials were retained for the second semester. Although student and teachers requested additional footage, it was difficult to locate, and even more difficult to negotiate, rights for more materials. Additional film footage from the bank of preproduced materials was added to the revised program segments.

RECOMMENDATIONS

Although the efforts to integrate existing material into the J-series met with obvious audience acceptance, some problems occurred. These problems related to allocating money, time, and personnel to screening and distributing preproduced materials.

For example, the initial selection of preproduced material involved reviewing and screening 250 films and tapes from 71 sources. The screenings took about 150 hours; yet, only four percent of this material was ultimately used in the series. Further, a thorough search was necessary to locate career-related material that was not only free or inexpensive, but also of good technical quality.

To alleviate the above problems, the STD recommends the following:

1. Centralize the day-to-day responsibilities for existing materials.
2. Make sure that script writers and unit directors work together in the screening process.
3. Clarify negotiation procedures.
4. Develop consistent evaluation procedures.
5. Keep detailed records of transferred materials.
6. Use a private screening room to review all the materials.

CONCLUSION

The Satellite Technology Demonstration incorporated previously-produced materials--both tape and film--into a series of 81 television programs for junior high school students. This previously-produced, or existing, material was used in a variety of ways to meet the educational and technical objectives of the Project.

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APPENDIX A

PREVIEW FILM SOURCES

A.B. Dick Co.
Littleton, Colorado

ACI Films, Inc.
New York, N.Y.

Aims Instructional Media Services, Inc.
Hollywood, California

American Educational Films
Beverly Hills, California

Cavalcade Productions, Inc.
Wheaton, Illinois

Centron Educational Films
Lawrence, Kansas

Churchill Films
Los Angeles, California

College Entrance Examination Board
New York, N.Y. and
Denver, Colorado

Colorado State Library Film Service
Denver, Colorado

Colorado Travel Section
Division of Commerce and Development
Denver, Colorado

Colorado State Historical Society
Denver, Colorado

Encyclopaedia Britannica Educational Corp.
Chicago, Illinois

Equal Employment Opportunity Commission
Denver, Colorado

FilmFair Communications
Studio City, California

Films Incorporated
Wilmette, Illinois

Great Plains National Instructional Television Library
Lincoln, Nebraska

Counselor Films, Inc.
Philadelphia, Pennsylvania

Colorado Carpenters Statewide Joint Apprenticeship
Englewood, Colorado

International Union of Operating Engineers
Denver, Colorado

Western Electric
Aurora, Colorado

Western High School
Las Vegas, Nevada

Aspect IV Educational Films
Westport, Connecticut

Screen Education Enterprises, Inc.
Seattle, Washington

Arthur Barr Productions, Inc.
Pasadena, California

Sage Advertising
Helena, Montana

Utah State Library Commission
Salt Lake City, Utah

Vocational Films
Park Ridge, Illinois

Montana Department of Highways
Helena, Montana

Utah Travel Council
Salt Lake City, Utah

State Planning & Community Affairs Agency
Boise, Idaho

Better Business Bureau
Denver, Colorado

Ray Manley
Tucson, Arizona

State of New Mexico Department of Development
Santa Fe, New Mexico

Eastman Kodak Co.
Rochester, N.Y.

Universal Education and Visual Arts
New York, N.Y.

BFA Educational Media
Santa Monica, California

Innovate, Inc.
Denver, Colorado

Journal Films
Chicago, Illinois

Macmillan Educational Services
Ridgefield, N.J.

Maynard E. Orme
Palos Verdes, California

Nevada State Library
Carson City, Nevada

Sierra Pacific Power Co.
Reno, Nevada

Idaho Department of Commerce and Development
Boise, Idaho

Union Pacific Railroad
Omaha, Nebraska

Utah Power and Light Co.
Salt Lake City, Utah

Motorola Teleprograms, Inc.
Schiller Park, Illinois

Doron Film Library
Princeton, N.J.

Contemporary/McGraw-Hill Films
Hightstown, N.J.

Mountain States Bankcard Association
Denver, Colorado

Miller Productions, Inc.
Austin, Texas

Martha Stuart Communications
New York, N.Y.

University of Connecticut
Storrs, Connecticut

Greater Washington Educational TV Association
South Cirlington, Virginia

State of Utah
Salt Lake City, Utah

Wyoming Travel Commission
Cheyenne, Wyoming

Image (Fairchild Films)
Germantown, Maryland

Mountain Bell
Albuquerque, New Mexico

Modern TV
Dallas, Texas

National Film Board of Canada
New York, N.Y.

Olympus Research Corporation
Salt Lake City, Utah

Stephen Bosustow Productions
Santa Monica, California

Summit Films
Denver, Colorado

Togg Films, Inc.
New York, N.Y.

University of Wisconsin
Madison, Wisconsin

GTE Automatic Electric Laboratories, Inc.
Northlake, Illinois

Consumer Product Safety Commission
Denver, Colorado

Robert N. Halsband
Denver, Colorado

Mountain Bell
Denver, Colorado

Xerox Educational Films
Middletown, Connecticut

New Mexico State Department of Education
Santa Fe, New Mexico

APPENDIX B

ANNOTATED FILM SOURCES

AIMS INSTRUCTIONAL MEDIA SERVICES, INC.

This company provided some good career education material, but it was restricted to usage intact. Many of the films are aimed at the elementary grade level.

CHURCHILL FILMS

Churchill supplied the series with the best quality existing material. Their films present excellent views of individuals in work situations. The broadcast rights were expensive, but within the STD's budget.

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORP.

This was the most useful source of material. The material was very reasonably priced. The company has films on a wide variety of topics. Many times, short segments from films were the best use of the material.

"The Job Opportunity Series" (Silent 8mm loops) were the most used material, although audio narration had to be written.

INNOVATE, INC.

Innovate has many videotapes relating to career education. Their material treats the Dictionary of Occupational Titles categories individually and presents an excellent overview of each in the "World of Work Series."

MODERN TV

Modern TV provided the STD with the most varied and usable source of free material. The majority of their films are already cleared for television broadcast. Most usable segments were edited from full-length films. A clean transmission print was often unavailable for transfer to videotape.