ABSTRACT
                This listing of sources pertaining to various aspects
of visual communication and their instructional implications contains
dissertations, journal articles, books, papers and projects.
Eighty-two entries through 1972 are organized in seven sections: (1)
the process of communication, (2) research design, (3) screen
education/ visual literacy: philosophy, (4) screen education/visual
literacy and reading, (5) screen education/visual literacy and
self-concept, (6) visual-language relationships; and (7)
visual-language relationships and disadvantaged children. Author,
title, bibliographic data, and a brief annotation are given for each
item. (SC)

Media Education: An Annotated Bibliography

Compiled by: Dr. Ronald Polito

Boston State College

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As used herein, media education refers to those formal and informal educational programs intended to aid the learner interpret and utilize the visual media more efficiently. Traditionally, media education has been concerned with the study of film, but in recent years has been expanded to include the study of television, photography and a variety of other visual media.

The annotated bibliography presented here evolved from an attempt to survey the research undertaken in the field of media education through 1972. An update through 1976 is in progress, but is not complete at this time.

Any review of the literature pertaining to media education is severely hampered by the relative newness of the concept and the almost complete lack of formal empirical research. Even the more familiar, yet less comprehensive, term "film study" does not appear in the educational research literature until 1964. In addition, the growth and development of most media education programs has been dependent upon teacher intuition, word of mouth, and trial and error experiences. Written curricula, published or unpublished, are difficult to find and are almost always limited to descriptions of courses, activities and experiences. Commercially published materials in the field generally follow the same format. Attempts to evaluate courses and materials by empirical methods are rare and tend to center around changes in student's language skills, attitudes and self-concepts.

In view of the above obstacles, the material for this bibliography was drawn from six major sources:

1. The applicable literature accumulated by this investigator since 1963. This material has been collected

from several disciplines including aesthetics, anthro-

pology, psychology, film, and communication theory.

2. Correspondence and/or personal contact with leaders in

the field of media education requesting their aid in

locating research pertaining to media education.

Among those contacted were:

John Culkin, Director, The Center for Understanding
    Media, New York, New York

Jack Debes, Coordinator, Visual Learning, Eastman
    Kodak Company, Rochester, New York

A. W. Hodgkinson, Chairman, Film Studies Department,
    Clark University, Worcester, Massachusetts

Kit Laybourne, Director of Research, The Center for
    Understanding Media, New York, New York

Chuck McVinney, Executive Secretary, New England
    Screen Education Association, Concord, Massachusetts

Ron Sutton, former Executive Secretary, National
    Association of Media Educators, Washington, D.C.

3. A review of Dissertation Abstracts International,

Volumes 1-32, under the key words "Film," "Photography,"

and "Visual." In addition, the entire subject area,

"Education Theory and Practice," was examined in Vol-

umes 30-32 (through August, 1972). It should be

noted that the terms "media education," "screen edu-

cation," and "visual literacy" were not used as index

key words in <u>Dissertation Abstracts International</u> through August, 1972.

4. A review of the <u>ERIC</u> education collection through the year 1969 under the key words "Film Study" (first used as a key word in January, 1969), "Photography," and "Visual Learning." "Media education," "screen education," and "visual literacy" were not used as <u>ERIC</u> key words through 1969. The <u>ERIC</u> collection from 1970 to September, 1972 was reviewed under the following key words:

> Audio-Visual Education
> Film
> Film Study
> Multi-Sensory Learning
> Non-Verbal Ability
> Non-Verbal Communication
> Non-Verbal Learning
> Photography
> Visual Learning
> Visual Literacy--first used as a key word in May, 1970

5. A review of the <u>Education Index</u>, Volumes 13-22 (July, 1961-June, 1972) using the following key words:

> Communications in Education--used as a key word in Volumes 14-15 (July, 1963-June, 1965)

> Film Study--first used as a key word in Volume 15 (June, 1964-July, 1965)

> Mass Media in Education--used as a key word in Volume 22 (July, 1971-June, 1972)

Moving Pictures: Appreciation

Moving Pictures: Study and Teaching

Moving Pictures in Education

Perception: Visual--used as a key word prior to
   Volume 20 (July, 1969-June, 1970)

Screen Education--first used as a key word in Volume
   14 (July, 1963-June, 1964)

Visual Perception--used as a key word after Volume 19
   (July, 1968-June, 1969)

The terms "media education" and "visual literacy" were

not used as key words in the Education Index through

Volume 22 (July, 1971-June, 1972). However, articles

with the term "visual literacy" in their titles are

indexed under the key word "Visual Perception" begin-

ning in Volume 20 (July, 1969-June, 1970).

6. A review of the Reader's Guide to Periodical Litera-

   ture, Volumes 23-32 (March, 1961-February, 1973) under

   the key words "Communications in Education," "Mass

   Media in Education," "Moving Pictures: Study and

   Teaching," and "Moving Pictures in Education." The

   terms "film study," "media education," "screen educa-

   tion," and "visual literacy" were not used as key

   words in the Reader's Guide to Periodical Literature

   through February, 1973.

ANNOTATED BIBLIOGRAPHY

I. THE PROCESS OF COMMUNICATION

Ball, John, and Francis Byrnes, eds. Research, Principles and
Practices in Visual Communication. Washington: Department
of Audio-Visual Instruction, National Education Association,
1960.
    An overview of research in visual communication.

Bing, Lois B. Vision Screening and Learning. U.S., Educational
Resources Information Center, ERIC Document ED 053 878,
April, 1971.
    Defines three distinct phases of vision: physical,
physiological (integrative), and psychological (perceptual).
Argues that vision as it relates to learning must be dis-
cussed in the context of that learning.

Birdwhistell, Ray L. "The Artist, the Scientist, and a Smile."
Paper presented at Maryland Institute of Art, December 4,
1964.
    Examines the mutual interest of the scientist and the
artist in nonverbal communication.

_____. "Body Signals: Normal and Pathological." Paper pre-
sented at the Meeting of the American Psychological Associa-
tion, September, 1963.
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Macmillan, 1968.
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systems.

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Voices: The Art and Science of Psychotherapy, I (Winter, 1965),
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generated. An implication that verbal communication must also
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_____. "Conceptual Bases and Applications of the Communication Sciences." Berkeley: University of California, April, 1965. (Mimeographed.)

An elaboration of the theory that communication is a multi-channeled system and an exposition of the study of kinesics. Discussion of body behavior, speech behavior, linguistic juncture and stress, a notation system for kinesic analysis, analysis of interpersonal communication, and kinesic-linguistic correlation.

_____. "The Frames in the Communication Process." Paper presented at the American Society of Clinical Hypnosis Annual Scientific Assembly, October, 1959.

Deals with the limitations and misuse of the information model of communication as well as impediments to communication research. Develops some analogies between linguistic markers and kinesic markers, drawing references to the kinesic interpretation of Bateson's family films.

_____. "Human Communication and Human Potentialities." Explorations in Human Potentialities, ed. Herbert A. Otto. Springfield, Ill.: Charles C Thomas, 1966.

The potential limitations of increasing the efficiency of man's communication systems. The advantages and disadvantages of literacy and the concept of communication as an interrelated, multi-channeled system.

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The changes in the concepts of communication since World War II, in particular, the theory that any one perception is an isolated system.

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Perceptual and Motor Skills Research Exchange, IV (March,
1952), 19-25.
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disciplinary research.

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tional Systems," Language Behavior: Readings in Communica-
tion, ed. Johnney Akin, Alvin Goldberg, Gail Meyers, and
Joseph Stewart. The Hague, Netherlands: n.n., 1970.
    Several fundamental and opposing opinions of the com-
municative process, including communication as a system or
a construct, the importance of evolutionary and animal data
to the understanding of human communication, and communication
as multi-modal with man as an organismic whole vs. man as cog-
nitive and emotional.

_____. "Some Suggestions Concerning Teaching Aids in Under-
graduate Anthropology Courses." Paper presented at the
Wenner-Gren Symposium, Burgwartenstein, Austria, August, 1960.
    The value of instructional aids in teaching, biases
against their use, and a series of practical applications.
Outdated except for description of assignments using media
for anthropological research; useful models for activities
to increase nonverbal awareness.

_____. "The Tertiary Sexual Characteristics of Man: A Funda-
mental in Human Communication." Paper presented at the meet-
ing of the American Association for the Advancement of Science,
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and display is not at an anatomic level, but relies on tertiary
sexual characteristics (body position, movement, expressions)
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socialized types of behavior.

Carpenter, Edmund, and Ken Heyman. They Became What They Beheld.
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Suskird, Arron. "The Drama of Objects," Photographers on Photography, ed. Nathan Lyons. Englewood Cliffs, N.J.: Prentice-Hall, 1966.
    A photographer's statement regarding the impact of our education on our visual perception of the world.

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II. RESEARCH DESIGN

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of Communications. New York: Macmillan, 1967.
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ity and validity.

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Shell and Textile Montages," Journal of Experimental Psychol-
ogy, XL (August, 1950), 523-526.
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nonrepresentational montages. Points out that it is difficult
to determine whether the subjects assigned titles to the mon-
tages because of some verbal stereotype or the actual arousal
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in Visual Literacy Research," Audiovisual Instruction, XVII
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     1965.
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III. SCREEN EDUCATION/VISUAL LITERACY: PHILOSOPHY

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          A discussion of a variety of ways film and photography
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     Paper presented at the Palm Beach Board of Public Instruction,
     In-service Teacher Training Workshop for Teachers of English,
     Palm Beach, Florida, January 22, 1970.
          A parable on the approaches to filmmaking in the school.

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     the Genessee Valley School Development Association, In-service
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     first experiences in any Screen Education/Visual Literacy pro-
     gram.

Culkin, John M., S.J. "Toward Mediacy: An Extension of Film and Television Study," Audiovisual Instruction, XIII (January, 1968), 10-13.
    Advocates that the concept of film study be extended to include all nonprint media. Discusses several practical issues facing film and media studies; teacher training, teaching materials, curriculum development, etc.

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"Film Study in the Secondary School," English Journal, LVIII (November, 1969), 1259-1267.
    An annotated bibliography of articles pertaining to film study.

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tional Resources Information Center, ERIC Document ED 060 655,
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    Describes various Visual Literacy activities in the primary grades.

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Sohn, David, and Melinda Stucker. Film Study in the Elementary School: Grades Kindergarten Through Eight. A Curriculum Report to the American Film Institute. U.S., Educational Resources Information Center, ERIC Document ED 032 316, 1969.
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Tanzer, Jo Ann. "The Aesthetics of the Visual Environment." Unpublished Doctoral dissertation, Columbia University, 1970.
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Whannell, Paddy, and Peter Harcourt, eds. Film Teaching. London: British Film Institute, 1964.
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IV. SCREEN EDUCATION/VISUAL LITERACY AND READING

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Hedges, Robert Eugene. "An Investigation into the Effects of Self-Directed Photography Experiences upon Self-Concept and Reading Readiness Achievement of Kindergarten Children." Unpublished Doctoral dissertation, Syracuse University, 1971.
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Nichols, Edith Elizabeth. "The Effects of Multisensory Perceptual Training on Reading and Perceptual Development at the First Grade Level." Unpublished Doctoral dissertation, North Texas State University, 1969.
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V. SCREEN EDUCATION/VISUAL LITERACY AND SELF-CONCEPT

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and motivation.

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attitudes toward education as a result of the test course.

VI. VISUAL-LANGUAGE RELATIONSHIPS

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tory by verbal and visual-verbal means. Interesting attempt
to test at both the visual and verbal levels.

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Peterson, John Lee. "Order and Translation Effects Between Pictorial and Verbal Forms." Unpublished Doctoral dissertation, Indiana University, 1970.
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Williams, Clarence. "Nine Visual Literacy Propositions and Some Related Research." Rochester, N.Y.: The Center for Visual Literacy, University of Rochester, n.d. (Mimeographed.)
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concern of education.

VII. VISUAL-LANGUAGE RELATIONSHIPS AND "DISADVANTAGED" CHILDREN

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     to aid the teaching of English to Spanish-speaking children.

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     Speaking Migrant Children. U.S., Educational Resources
     Information Center, ERIC Document ED 041 254, 1970.
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     Orosi Unified School District in Tulare County, California.
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     English and other communication skills to non-English-speaking
     children.

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