DOCUMENT RESUME

ED 234 748   IR 010 814

TITLE   Evaluation of Small-Format Videotape as a Source for
                 Instructional Television Programming. CPB Technical
                 Report #8004.
INSTITUTION   Agency for Instructional Television, Bloomington,
                 Ind.; Corporation for Public Broadcasting,
                 Washington, D.C.
PUB DATE   [79]
NOTE   120p.
PUB TYPE   Reports - Research/Technical (143) --
                 Tests/Evaluation Instruments (160)

EDRS PRICE   MF01/PC05 Plus Postage.
DESCRIPTORS   Attitudes; *Audiovisual Aids; *Educational
                 Television; Elementary Secondary Education;
                 *Feasibility Studies; Purchasing; Questionnaires;
                 Television Surveys; *Use Studies; Video Equipment;
                 *Videotape Recordings
IDENTIFIERS   Agency for Instructional Television; Small Format
                 Videotape

ABSTRACT
                 This report documents the first year of a 3-year
evaluation which was designed to (1) determine the status of
small-format (1/2" reel-to-reel, 3/4" U-Matic, 1/2" VHS, and 1/2"
Beta) videotape in the schools; (2) reveal what impact such videotape
has on educational television utilization; and (3) examine the
distribution of VideoKits through 11 school television agencies. An
introduction describes the development of the VideoKits by the Agency
for Instructional Television (AIT), which resulted in the packaging
of 9 pre-recorded video series (up to 16 programs) recorded on 4
videocassettes, and the preparation of promotional materials and
additional information to accompany the tapes. Evaluation design,
availability of small-format videotape and video equipment, frequency
of small-format videotape use, and trends in educational television
are discussed. An examination of the VideoKit distribution effort
focuses on methods of identifying and contacting clients, factors
influencing VideoKit purchase, and purchase and utilization of
VideoKits. Appendices include contents of the evaluation packet,
evaluation instruments, and evaluation results. Thirty-three tables
display additional study data. (LMM)

EVALUATION OF SMALL-FORMAT
VIDEOTAPE AS A SOURCE FOR
INSTRUCTIONAL TELEVISION
PROGRAMMING

CPB Technical Report #8004

by

Agency for Instructional
Television
Box A
Bloomington, Indiana 47401

TABLE OF CONTENTS

Page

4

INTRODUCTION

Of central concern to agencies which promote and pro-
duce instructional television (ITV) is the current and future
classroom utilization of ITV. The Utilization Study conducted
in 1976-1977 by the Corporation for Public Broadcasting (CPB) and
the National Center for Education Statistics (NCES) was the first
national study undertaken to determine levels of ITV utilization
in the schools. That study and others have raised important
questions concerning the course which ITV will take in the next
decade.

As indicated in the CPB utilization study, open-air, single
channel broadcast of ITV programs is the predominant but not ex-
clusive delivery system of ITV to schools. Since a variety of
delivery systems are available to schools, it becomes important
to explore the potential of non-broadcast and other delivery
systems to increase utilization of ITV in the schools. Toward
this end, the Agency for Instructional Television (AIT) invited
eleven school television agencies (designated Participating
Agencies in this report) to examine the feasibility of distributing
packaged, pre-recorded video programming during the 1978-1979
school year. Nine series were packaged by AIT as VideoKits for
classroom use by teachers who have access to videocassette players
(See Appendix F for a list of the series). The AIT VideoKits in-
clude up to 16 programs, recorded on four videocassettes, and are
available in three formats: 3/4" U-Matic, 1/2" Beta, and 1/2"VHS.
Promotional materials were prepared by AIT and information on the
VideoKits was distributed by each of the participating television
agencies.

The current study was proposed to occur over a three-year period in order to determine the status of small-format videotape*in the schools, to examine the AIT VideoKit distribution effort, and to reveal what impact small-format videotape has on utilization cf ITV in the schools. This report documents the first year of the evaluation effort. First, the current status of small-format videotape was determined by examining the availability and frequency of use of small-format video-tape and video equipment in the schools. In addition, the relationship between the availability of small-format videotape and ITV utilization was determined. (Utilization data will also be used in the future as baseline data to determine any changes in ITV utilization.) Perceptions of trends in ITV were also obtained to explore the role of small-format videotape in the future of ITV.

The VideoKit distribution effort was examined to determine general attitudes toward this packaging and distribution approach to small-format videotape, to reveal what factors might influence purchase of VideoKits, and to document the purchase and utilization of VideoKits.

CPB funded the first year of this evaluation effort during the period of March to October 1979. During the first year of the evaluation, the issues cited above were addressed by gathering data from participating agencies, from potential clients who were approached for the purchase of VideoKits (designated clients in this report), and from teachers in the schools.

*Small-format videotape is defined for the purposes of this study to refer to the availability of programming in video-tape or videocassette formats including 1/2" reel to reel, 3/4" U-Matic, 1/2" VHS, and 1/2" beta.

In the first part of this report, the evaluation design
for the study is described. In the second part, the findings
on the status of small-format videotape are presented, and in
the third part, the status of the VideoKit project is discussed.
In the following sections, data are presented in tabular and
graphic form on the left hand side of the page opposite the
accompanying text. This format is designed to permit the
reader to access readily the data upon which the text is based,
and to facilitate the presentation of large amounts of informa-
tion which emerged from the data analysis. Comparisons between
the CPB/NCES and this study can be made on a number of items.
The reader is referred to that study for data comparisons.

PART 1.   EVALUATION DESIGN

Table 1.   Schedule of Evaluation Activities

March 15 - April 15	Initiated the Evaluation Effort
	Contacted each participating agency
	Developed evaluation instruments
	Prepared evaluation packets for participating agency
April 15 - May 15	Visited seven sites
	Mailed teacher questionnaires to each site
	*Selected participating schools
May 15 - June 15	*Distributed teacher questionnaire packets
	*Developed list of client names and addresses
	Mailed client questionnaires to seven sites
June 15 - July 15	Received data from clients, teachers and participating agents
July 15 - September 15	Processed data by computer
September 15 - October 30	Prepared final report.

*Activities performed by Participating Agency.

9

The evaluation effort was funded in March, 1979. AIT had already established contacts at eleven participating agencies; ten of the agencies participated in this evaluation as well as in the VideoKit distribution effort.

A schedule for the evaluation effort is presented on the opposite page. During the first month of the project, each participating agency was contacted and site visits were scheduled. Evaluation instruments were also developed at this time. Evaluation packets were prepared for the participating agencies which included: an overview of the evaluation effort, instructions for selecting the sample of clients and participating schools, instructions for distributing teacher questionnaires, and samples of all instruments including work log, interview forms, and questionnaires (see Appendices A and B).

Seven of ten sites were visited from mid-April to mid-May to interview the contact and explain the evaluation procedures. The other three contacts had been interviewed the previous November as part of proposal development, and, therefore, received their evaluation packets in the mail.

Contacts were asked to designate a staff member or intern who, for a stipend of $100, would distribute teacher questionnaires according to the sampling plan. Packages of questionnaires were sent to these individuals in the beginning of May.

In most cases, these questionnaires were mailed by the staff member or intern to the schools, and returned directly to the evaluator in self-addressed, stamped envelopes. The staff member or intern was also asked to submit a List of the Participating Schools by mid-May, a List of Clients and their addresses by June 1, and the work logs by July 1. Client questionnaires were mailed by the evaluator with self-addressed, stamped return envelopes as soon as the List of Clients was received from each agency.

After July 15, data were processed, analyzed, and incorporated into this final report. More specific information on the sample and instruments are presented in the following sections.

Table 2. Data Sources for Each Participating Agency

Site	Participating Agency Contact	Client	Teacher
Southeastern Ohio Instructional Television Authority, Oxford, Ohio	X		X
KETC-TV, St. Louis, Missouri	X	X	
KLVX, Las Vegas, Nevada	X		
KTEH, San Jose, California	X		
Maine Public Broadcasting Network, Orono, Maine	X	X	X
WSBE, Providence, Rhode Island	X		X
WHRO, Norfolk, Virginia	X	X	X
South Carolina State Department of Education, Columbia, South Carolina	X	X	X
KERA, Dallas, Texas	X	X	X
KQED, San Francisco, California	X	X	X

12

Sample

Three main sources of data were identified for the purposes of this study: participating agency contacts, clients (decision-makers who received promotional information on Video-Kits), and teachers in the schools. Table 2 presents the data sources for each participating agency. At some sites, involvement in the evaluation had to be limited primarily because the study came so late in the school year.

Participating Agency Contacts. At each participating agency, a contact was established by AIT to assist in implementing the evaluation. The participating agency contact played an important role in the evaluation both as a data source and in locating clients and teachers for the study. This contact was requested to respond to an interview, to complete a work log describing VideoKit distribution activities, and to designate an intern or staff member to assist in preparing the list of clients and participating schools as well as distributing teacher questionnaires.

Background information on each of the agencies was obtained during the interview and is useful in describing the types of agencies involved in the study. Half of the participating agencies were funded by subscription from individual schools and the other half were funded by state or county departments of education. Four of the agencies were housed in a department of education while the other six were housed at a public television station.

The primary method of ITV delivery for most agencies was open-air, public station broadcast. Cable supplemented open-air broadcast in four of the sites, and master antenna existed in two sites. Other distribution methods consisted primarily of cassette dubbing, and, while this was performed in all but one site, four sites were considered to offer extensive cassette dubbing and distribution services

Three types of sites emerged from an analysis of the types of ITV delivery provided. The type of ITV delivery at each site was determined by reports of the participating agency and by averaging teacher and client responses to an item on availability of videotape copies of ITV programs. Each site was assigned to one of three types described below:

Type 1 Sites: multi-channel broadcast services
highest level of centralized cassette
    dubbing (81% respondents)
centralized cassette distribution over
    closed-circuit; little to no use of
    video equipment by individual teachers

Type 2 Sites: single channel broadcast services
lowest level of centralized cassette
    dubbing services (44% respondents)
use of video equipment by individual
    teachers

Type 3 Sites: single channel broadcast services
middle level of centralized cassette
    dubbing services (70% respondents)
use of video equipment by individual
    teachers

Amount of programming offered by each of the agencies differed as did percentage of the series broadcast at the elementary (K-8) and secondary (9-12) levels. Four agencies offered 80-105 series per year; two sites offered approximately 75 series; and the remaining four sites offered less than 50 series a year. In three sites, programming was primarily elementary (more than 80%) and in other sites elementary programming was split almost equally with secondary (either 60/40% or 50/50%).

When contacts were asked how programming decisions were made for each agency, teacher surveys, advisory or curriculum committees, and ITV staff were cited most consistently. Activities performed by most ITV agencies included: in-service training in ITV; distribution of supplementary print materials; dubbing of programs; previewing sessions; and program scheduling.

At all but two sites, it was reported that the ITV staff reaches all of the participating schools during the year, and for most, contact with nonparticipating schools was minimal to nonexistent.

Clients. At six sites, participating agency contacts compiled lists of 100 potential clients whom they had contacted by means of a mailing, presentation, or the ITV newsletter. In addition to providing names representing these different distribution approaches, contacts were asked to identify 50 of those who were most likely and 50 of those who were least likely to purchase VideoKits to insure an appropriate mix of clients.

Table 3. Distribution of Clients by
          School Level and Job Type

School Level	Total	Job Type		
		Administrator	Media	Teacher
Elementary (K-8)	45	31	9	5
Secondary (9-12)	46	28	16	2
Total	91	59	25	7

16

Contacts were requested to submit the list of clients by the
beginning of June. However, some of the seven lists were received
late in June, resulting in questionnaires being mailed later than
planned and creating problems with questionnaire returns because
of the end of the school year. The response rate for the client
questionnaires was only 15% (91 out of 600 questionnaires were
returned). In three sites, where these lists were received
earlier in June, return rates reached 25%. Had the evaluation
been funded earlier in the year, an efficient system of tracking
client returns could have been initiated.

The clients who returned questionnaires were categorized
as school administrators, media and library professionals
(designated media clients in this report), or teachers. (See Table 3.)
The following list represents examples of the most common (but
not all) job types reported. Administrators included Superin-
tendents (N=11), school principals (N=10), and Directors of
Elementary Education (N=3). Media clients included:
Directors of Elementary Libraries (N=29), Directors of Media
Services (N=8), and ITV coordinators (N=7). Clients who were
classified as teachers were excluded from the job-type analyses
in the report because of the small number (N=7).

Background information on the role of the clients was
ascertained to determine the type of person being contacted by
the participating agency. More than half (57%) of the clients
responding to the questionnaires worked in a single school while
most others (35%) worked for the school district as a whole. A

Table 4. Distribution of Teachers According to
Type of ITV Delivery and School Level

| School Level | Total | Type of ITV Delivery | | |
		Type 1	Type 2	Type 3
Elementary (K-5)	586	72	240	274
MS/Junior High (6-9)	394	126	70	198
Secondary (10-12)	177	13	52	112
Combined Levels	199	20	58	121
Total	1,356	231	420	705

18

majority of administrators (67%) worked for a single school while only few media professionals (28%) did. More than half of the media clients (57%) worked for the school system as a whole. Additional background information on the role of clients can be found in Appendix C.

Teachers. At seven sites, a staff member at the participating agency designated 20 schools to receive questionnaires. The staff members were asked to represent all grade levels from K-12, and to select schools which might be likely to purchase VideoKits and those which might not in order to insure an appropriate mix of schools. Toward this end, the staff member was also asked to record whether the schools were suburban, urban, or rural and whether they were predominantly white, predominantly minority, or multiethnic.

Each school received a questionnaire packet containing 20 teacher questionnaires. The return rate of these packets from the schools was 83%. However, the number of individual teacher questionnaires returned was lower; of the 2800 questionnaires distributed, 1356 questionnaires were returned--a rate of 48%.

The questionnaires returned from teachers were coded according to school level and according to the type of ITV delivery at each site. The distribution of teachers by school level and type of ITV delivery is presented in Table 4. School level was determined by grouping all teachers who taught in grades K-5 as elementary (N=586), grades 6-9 as middle school/junior high (N=394) and grades 10-12 as secondary (N=177). Another 199

Table 5. Number of Years of Teaching Experience

Teacher Response	Total (N=1320)		Elem. (N=583)	MS/JH (N=394)	Secondary (N=177)	Type 1 (N=225)	Type 2 (N=405)	Type 3 (N=687)
	N	%	%	%	%	%	%	%
less than 1 year	27	2	2	3	1	3	1	3
one-three years	170	13	14	11	7	13	9	15
four-six years	252	19	18	22	14	24	14	20
seven-nine years	249	19	18	19	22	20	23	17
ten or more years	622	47	48	44	56	40	54	45

Table 6. Number of Years of ITV Use

Teacher Response	Total (N=1306)		Elem. (N=577)	MS/JH (N=391)	Secondary (N=173)	Type 1 (N=225)	Type 2 (N=400)	Type 3 (N=678)
	N	%	%	%	%	%	%	%
none	260	20	8	20	40	6	19	25
less than 1 year	96	7	7	9	6	6	6	9
one-three years	433	33	33	40	22	47	26	33
four-six years	265	20	25	18	16	24	23	17
seven-nine years	158	12	16	10	12	12	18	9
ten or more years	94	7	11	3	5	4	9	7

Table 7. Perceptions of Value of ITV as a Teaching Tool

Teacher Response	Total (N=1285)		Elem. (N=570)	MS/JH (N=380)	Secondary (N=171)	Type 1 (N=220)	Type 2 (N=394)	Type 3 (N=675)
	N	%	%	%	%	%	%	%
Yes	1017	81	89	78	68	89	84	77
No	36	3	2	4	7	1	2	4
Uncertain	202	16	10	18	26	10	14	19

teachers (15%) were eliminated from school-level analyses because they taught at more than one level. These teachers were included in other analyses including total frequencies and type of ITV delivery. The three types of ITV delivery described on page 8 were used in analyzing the teacher questionnaire data.

Background information on teachers concerning their teaching experience, level of ITV experience, and general attitudes toward ITV was obtained. Tables 5-7 present this information. On the whole, teachers responding to this questionnaire were very experienced, almost half (47%) had 10 or more years teaching experience.

Experience with ITV was lower than teaching experience. Only 19% had more than six years experience with ITV; another 60% had less than six years, and 20% of the sample never used ITV.

General attitudes toward ITV were also elicited. When teachers were asked if they thought ITV was a valuable teaching tool, 81% responded yes or definitely yes. Perceptions of the value of ITV as a teaching tool were most positive at the elementary level and in Type 1 ITV delivery sites.

Instruments

Interview Form. An interview form was developed for the participating agency contacts to determine background information on each site, VideoKit distribution activities, and perceptions of the VideoKit and other technologies.

Work Log Form. The Work Log Form was developed for the Participating Agency Contact to document the dates, types of contact, number of clients contacted, and outcomes of the distribution effort. (Six of the ten work log forms were returned.)

Client Questionnaire. This questionnaire was developed to gather background information on clients' job roles, availability of ITV, VideoKits, availability of support ITV services, and trends in ITV.

This questionnaire was pilot tested with staff at Massachusetts Educational Television, a state funded ITV agency. Items were revised according to input from MET staff.

Teacher Questionnaire. This questionnaire was also pilot tested at Massachusetts Educational Television during two different teacher workshops. Revisions were based upon teacher feedback after each workshop session.

The final teacher questionnaire contained items on the background and experience of the teacher, availability of ITV, use of ITV, availability of equipment, and availability of support for ITV.

Data Analysis

Interview and Work Log Form data were tabulated by evaluation staff. Questionnaire data were keypunched, verified, and then analyzed by means of SPSS frequency and cross-tabulation programs. In addition to tabulating total responses, items on the Client Questionnaires were analyzed according to Job Type and School Level. Total responses were obtained for each item on the teacher questionnaire and then analyzed according to School Level and Type of ITV Delivery. Open-ended questions were tabulated separately by evaluation staff.

While a wider variety of analyses and more detailed discussions are possible for the data obtained in this study, this report addresses the specific concerns of the funding source.

Summary of the Evaluation Design

Ten participating agencies were involved in the evaluation
effort which occurred from March to October 1979. Three types
of sites emerged from an analysis of the types of ITV delivery
provided. Type 1 sites offer multi-channel broadcast services,
highest level of centralized cassette dubbing services, and closed-
circuit distribution of videotaped programs. Type 2 sites offer
single-channel broadcast services, lowest level of cassette dubbing
services, and use of video equipment by individual teachers. Type 3
sites offer single channel broadcast services, middle level of cas-
sette dubbing services, and use of video equipment by individual
teachers.

The contacts at each site were requested to respond to an
interview, to complete a work log describing VideoKit distribution
activities, and to designate an intern or staff member to assist
in preparing the list of clients and participating schools as
well as distributing teacher questionnaires.

At seven sites, contacts compiled a list of 100 potential
clients whom they had contacted about the VideoKits by means of
a mailing, presentation, or the ITV newsletter. This list was
mailed to the evaluator who in turn sent questionnaires directly
to clients with self-addressed, stamped return envelopes. Only
15% of these questionnaires were returned. Client questionnaires
were coded by job type (media professionals or school administra-
tors) and school level (elementary or secondary). At seven sites,

24

staff members at the participating agencies distributed teacher questionnaires to 20 schools. Of 140 packets distributed to schools, 83% were returned. Of the 2800 questionnaires distributed to teachers, 48% were returned. Teacher questionnaires were coded by type of ITV delivery site (Type 1, 2, or 3) and school level (elementary (grades K-5), middle school/junior high (grades 6-9), and secondary (grades 10-12)).

Four instruments were developed and used for the current evaluation. An interview form for participating agencies was developed to determine distribution activities for and their perceptions of the VideoKits. A work log form was maintained by participating agencies to document the specific VideoKit distribution activities. The client questionnaire focused on background information, availability of ITV, VideoKits, availability of support for ITV services, and trends in ITV. The teacher questionnaire contained items on background and experience of the teachers, availability of ITV, use of ITV, availability of equipment, and availability of support for ITV.

PART II. EVALUATION OF SMALL-FORMAT
VIDEOTAPE IN THE SCHOOLS

This section of the report focuses on questions
concerning the availability of small-format videotape,
availability of video equipment, frequency of small-
format videotape use, and perceptions of trends in ITV.

Table 8. Source of ITV Programming

RESPONSE	CLIENTS					TEACHERS						
	TOTAL (N=90)	School Level		Job Type		TOTAL (N=1327)	School Level			Type of ITV Delivery		
		Elem. (N=41)	Sec. (N=46)	Adm. (N=59)	Media (N=25)		Elem. (N=586)	MS/JH (N=394)	Sec. (N=177)	Type 1 (N=226)	Type 2 (N=401)	Type 3 (N=697)
	N %	%	%	%	%	N %	%	%	%	%	%	%
Dir.Recep.	74 82	91	74	80	92	1030 78	87	77	59	93	76	74
Pub. Stat.	69 76	81	69	76	80	727 55	58	54	45	51	55	53
Comm. Stat.	38 42	48	35	45	40	424 32	29	33	35	33	30	32
Cable TV	18 20	21	17	15	28	278 21	25	19	9	14	16	25
ITFS	2 2	2	2	2	4	50 4	4	4	5	2	3	5
Mas. Ant.	15 17	29	7	17	16	184 14	15	14	12	14	14	13
Closed Cir.	21 23	26	17	25	24	293 22	15	37	20	54	12	17
(Not Sure)	– –	–	–	–	–	139 10	11	9	15	13	8	11

Figure 1. Source of ITV Programming
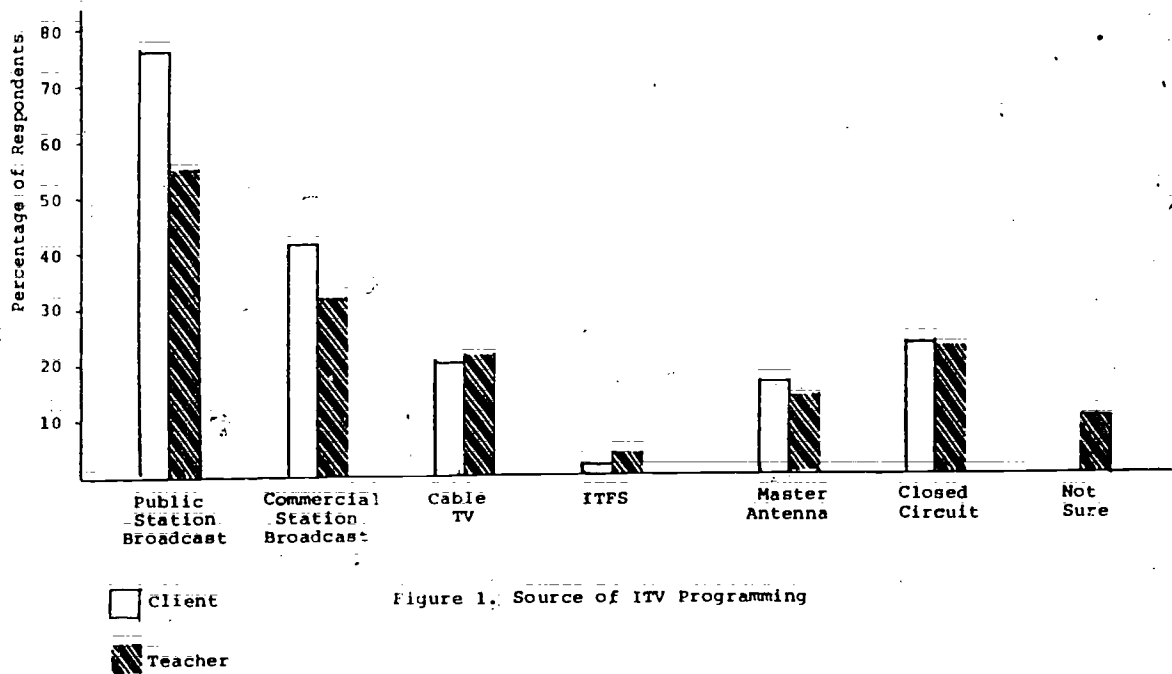
□ Client

▧ Teacher

Availability of Small-Format Videotape.

A majority of clients (82%) and teachers (78%) reported that ITV programs were available to the schools through direct reception in the classroom. (See Table 8.) Approximately nine out of ten elementary clients and teachers reported availability of direct reception, a much higher proportion than at the upper school levels. As expected, direct reception was also available to teachers in Type 1 sites (93%) more frequently than in Types 2 (76%) and 3 (74%).

The major source of direct reception programming in the classroom is public station broadcast. (See Figure 1.) Commercial station broadcast was also cited frequently with closed, circuit and cable television ranking third and fourth.

Table 9. Availability of Videocassette and Videotape Formats

	CLIENTS					TEACHERS							
	TOTAL (N=90)	School Level		Job Type		TOTAL (N=1327)	School Level			Type of ITV Delivery		
		Elem. (N=41)	Sec. (N=46)	Adm. (N=59)	Media (N=24)		Elem. (N=575)	MS/JH (N=390)	Sec. (N=174)	Type 1 (N=226)	Type 2 (N=418)	Type 3 (N=705)
	N %	%	%	%	%	N %	%	%	%	%	%	%
Sm.-Form. Videotape	- -	-	-	-	-	723 54	48	64	59	73	44	53
Videocass.	59 65	64	65	58	36	529 39	34	52	44	60	25	40
3/4" U-mat	44 48	38	57	42	72	234 44	40	50	45	51	45	40
1/2" Beta	17 19	14	24	17	24	50 9	6	13	6	12	4	11
1/2" VHS	9 10	17	4	9	16	43 8	10	4	11	3	10	10
(Not Sure)	14 15	21	11	19	4	303 57	62	46	79	43	65	62
Vid.tape(rl)	31 34	33	37	45	48	383 29	24	34	40	37	24	28
Film	15 17	12	22	15	20	118 9	8	10	13	7	12	7
(Not Sure)	7 8	5	9	9	4	316 23	25	23	32	17	22	26
(Not Avail)	8 9	12	7	12	-	171 13	17	9	11	3	20	12
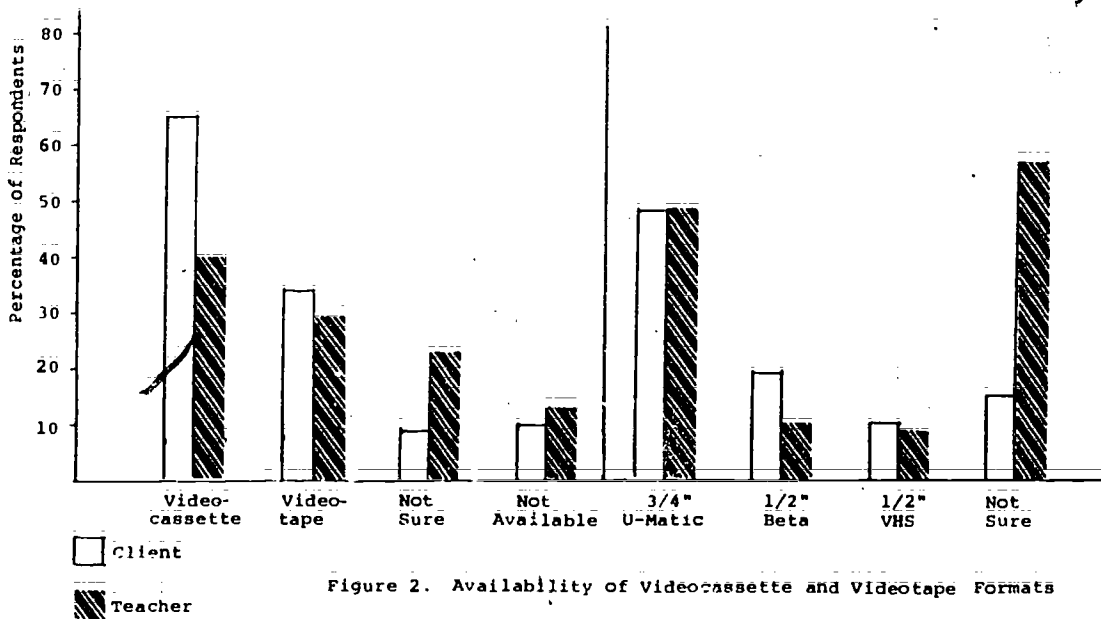
Figure 2. Availability of Videocassette and Videotape Formats

☐ Client

▧ Teacher

When clients and teachers were asked about the availability
of small-format videotape (see Table 9), these options were re-
ported to be available much less frequently than direct recep-
tion. While direct reception was reportedly available to 78% of
the teachers, small-format videotape was available to only 54% of
the teachers. Small-format videotape was less available to ele-
mentary (48%) than to middle school/junior high (64%) or second-
ary (59%) teachers. With respect to type of ITV delivery, great-
est availability of small-format videotape was found at Type 1
sites while the least availability was found at Type 2 sites
(73% vs. 44%). As pointed out on page 8 teachers at Type 1 sites
utilize small-format videotape with cable or closed circuit tele-
vision while at Type 3 sites, teachers use video equipment placed
in their own rooms. (By definition, Type 2 sites had lowest level
of cassette distribution services.)

Videocassette was the most available type of small-
format videotape -- reported as available to 39% of the tea-
chers compared with 29% reporting availability of videotape
reel to reel. The same pattern of differences for school level
and type of ITV delivery were found for videocassette specifically
as were noted for small-format videotape in general.

Clients' perceptions were quite different from those of
teachers, with many more clients than teachers indicating that
videocassettes were available to the schools (see Figure 2).
As Figure 2 reveals, teachers were frequently not sure (23%)
whether these formats were available to them. When asked which
videocassette format was available, teachers were even less
sure (57%). However, 3/4" U-Matic was reported as available
much more frequently than either 1/2" Beta or 1/2" VHS.

Table 10. Viewing Setting for ITV

| | Total | | School Level | | | Type of ITV Delivery | | |
Teacher Response	(N=1315) N %	Elem. (N=575) %	MS/JH (N=380) %	Secondary (N=172) %		Type 1 (N=224) %	Type 2 (N=401) %	Type 3 (N=687) %
Equipment in room permanently	346 26	43	19	4		42	26	22
Equipment moved into room as needed	612 47	37	53	58		48	49	45
Separate viewing room	45 3	5	3	1		1	3	5
Other	23 2	3	1	2		1	2	2
No ITV	289 22	12	23	36		9	20	27

Table 11. Type of TV Sets Available

| | Total | | School Level | | | Type of ITV Delivery | | |
Teacher Response	(N=1328) N %	Elem. (N=578) %	MS/JH (N=383) %	Secondary (N=176) %		Type 1 (N=224) %	Type 2 (N=407) %	Type 3 (N=694) %
Black and White	563 42	48	36	39		29	47	44
Color	371 28	28	29	28		26	34	25
Both	285 22	18	27	20		42	8	22
None	56 4	4	4	6		1	7	4
Not Sure	53 4	2	4	7		2	3	5

Table 12. Availability of TV Sets When Needed

| | Total | | School Level | | | Type of ITV Delivery | | |
Teacher Response	(N=1322) N %	Elem. (N=576) %	MS/JH (N=381) %	Secondary (N=175) %		Type 1 (N=223) %	Type 2 (N=406) %	Type 3 (N=690) %
Always	550 42	47	43	31		55	36	41
Usually	441 33	33	34	34		33	37	31
Sometimes	103 8	7	8	8		5	10	8
Rarely	52 4	5	3	2		4	3	4
Never	55 4	4	5	5		1	6	4
Don't Use	121 9	5	7	19		3	9	12

Table 13. Quality of TV Reception

| | Total | | School Level | | | Type of ITV Delivery | | |
Teacher Response	(N=1293) N %	Elem. (N=569) %	MS/JH (N=377) %	Secondary (N=170) %		Type 1 (N=222) %	Type 2 (N=395) %	Type 3 (N=673) %
Excellent	206 16	14	20	14		19	8	20
Good	577 45	46	44	45		60	41	42
Fair	267 21	24	19	18		17	27	18
Poor	83 6	9	5	4		1	12	5
Not Sure	30 2	1	3	2		1	2	3
Don't Use	130 10	6	10	16		4	10	12

Availability of Small-Format Video Equipment*

Prior to asking teachers about the availability of video equipment, background information about the viewing setting, availability of television sets, and quality of reception were ascertained.

As indicated in Table 10-13, teachers most frequently utilized television equipment as needed in their classrooms (47%). Only 26% had equipment placed permanently in their room, and teachers left their rooms to view television with far less frequency (3%). Elementary teachers (43%) most frequently had television sets in their room permanently. While 42% had only black and white sets available to them, half of the teachers had color sets or both black and white and color sets. These sets were usually or always available to three out of four of the teachers. Reception also was rated as good or excellent in a majority of cases (61%). Only 6% reported poor reception.

_____

*References to videotape or video equipment are defined to include all playback and record hardware.

Table 14. Availability of Video Equipment

Teacher Response	Total (N=1356) N	%	Elem. (N=580) %	MS/JH (N=393) %	Secondary (N=176) %	Type 1 (N=226) %	Type 2 (N=420) %	Type 3 (N=705) %
Videotape (reel to reel)	368	27	25	29	34	30	25	27
3/4" U-matic	356	26	22	34	33	40	17	28
1/2" Beta	52	4	2	5	4	8	1	4
1/2" VHS	45	3	3	3	4	5	2	4
None	193	14	21	10	3	2	23	13
Not Sure	378	28	27	28	29	29	26	29

Table 15. Availability of Video Equipment when Needed

Teacher Response	Total (N=1034) N	%	Elem. (N=411) %	MS/JH (N=328) %	Secondary (N=156) %	Type 1 (N=195) %	Type 2 (N=289) %	Type 3 (N=549) %
Always	225	22	20	25	20	30	19	21
Usually	532	52	46	54	62	54	45	54
Sometimes	156	15	17	14	12	10	19	15
Rarely	47	5	6	3	3	3	6	5
Never	74	7	11	5	4	3	11	6

Teachers were then asked about the availability and accessibility of video equipment. Results are presented in Tables 14 and 15, Teachers most frequently cited the availability of reel to reel videotape (27%) and 3/4" U-Matic (26%). Fourteen percent of the teachers had no equipment available while another 28% were not sure. 3/4" U-Matic was more frequently available to middle school/junior high (34%) and secondary (33%) teachers than to elementary (22%). Videotape reel to reel was also used more frequently at the secondary level (34%) than elementary (25%).

Both reel to reel videotape (30%) and 3/4" U-Matic (40%) equipment were available to teachers most frequently in Type 1 sites. (Again, it should be noted that at Type 1 sites video equipment is not usually located in the classroom; programs are received in classrooms by means of closed-circuit or cable.)

Nearly three quarters of the teachers reported that video equipment was usually or always available when needed. (See Table 15.) As school level increased, equipment was more available to teachers. Type of ITV delivery at sites also affected responses on this item. Eighty-four percent of the teachers at Type 1 sites usually or always had equipment available to them when needed--more frequently than teachers at Type 3 (75%) or Type 2 (64%) sites.

Table 16. Location of 3/4" U-Matic Equipment

Teacher Response	Total (N=557) N	%	School Level Elem. (N=205) %	MS/JH (N=193) %	Secondary (N=91) %	Type of ITV Delivery Type 1 (N=119) %	Type 2 (N=132) %	Type 3 (N=305) %
Classroom	39	7	10	6	2	4	11	6
Building	227	41	32	50	42	50	31	41
Central to System	126	23	23	19	25	24	16	25
Not Sure	165	30	35	25	31	22	42	28

Table 17. Location of 1/2" Beta Equipment

Teacher Response	Total (N=267) N	%	School Level Elem. (N=93) %	MS/JH (N=79) %	Secondary (N=56) %	Type of ITV Delivery Type 1 (N=43) %	Type 2 (N=76) %	Type 3 (N=154) %
Classroom	3	1	1	1	0	2	—	1
Building	44	17	10	18	16	28	9	17
Central to System	27	10	5	14	9	14	6	11
Not Sure	193	72	84	67	75	56	86	71

Table 18. Location of 1/2" VHS Equipment

Teacher Response	Total (N=262) N	%	School Level Elem. (N=106) %	MS/JH (N=71) %	Secondary (N=52) %	Type of ITV Delivery Type 1 (N=35) %	Type 2 (N=75) %	Type 3 (N=152) %
Classroom	3	1	3	0	2	—	—	3
Building	33	13	10	13	12	9	13	13
Central to System	29	11	10	10	10	17	7	12
Not Sure	197	75	76	78	77	74	80	72

Table 19. Location of Videotape (reel to reel) Equipment

Teacher Response	Total (N=593) N	%	School Level Elem. (N=225) %	MS/JH (N=180) %	Secondary (N=108) %	Type of ITV Delivery Type 1 (N=104) %	Type 2 (N=168) %	Type 3 (N=320) %
Classroom	25	4	4	5	0	7	2	4
Building	260	44	39	51	44	53	33	47
Central to System	181	31	32	26	35	29	38	28
Not Sure	127	21	24	18	21	12	27	22

35

Teachers who had video equipment available to them were
asked where it was housed. (See Tables 16-19.) All video equip-
ment was most frequently housed in schools or in a location cen-
tral to the system but least frequently in the classroom.
Teachers were most familiar with locations of the 3/4" U-Matic
(30% not sure) and videotape reel to reel (21% not sure), and
were least familiar with the 1/2" Beta and 1/2" VHS (for which
about three-fourths were not sure). Video equipment was
located in the building more frequently at the middle school/
junior high and secondary levels and at Type 1 and Type 3 sites;
at the elementary level and at Type 2 sites teachers were least
sure of where the equipment was located.

Table 20. Frequency of Use of Direct Reception

Teacher Response	Total (N=1099) N	%	Elem. (N=516) %	MS/JH (N=294) %	Secondary (N=137) %	Type 1 (N=172) %	Type 2 (N=339) %	Type 3 (N=585) %
Always	174	16	22	14	2	20	15	15
Often	214	20	30	14	4	26	18	18
Sometimes	240	22	27	19	12	25	28	17
Rarely	156	14	10	20	19	13	15	14
Never	315	29	11	34	63	15	24	36

Table 21. Frequency of Use of Videotape (reel to reel)

Teacher Response	Total (N=750) N	%	Elem. (N=283) %	MS/JH (N=213) %	Secondary (N=130) %	Type 1 (N=92) %	Type 2 (N=218) %	Type 3 (N=439) %
Always	15	2	1	4	2	8	1	1
Often	74	10	8	9	15	15	12	7
Sometimes	133	18	15	23	22	33	16	16
Rarely	106	14	15	13	15	13	13	15
Never	425	57	62	52	62	32	58	61

Table 22. Frequency of Use of Videocassette

Teacher Response	Total (N=848) N	%	Elem. (N=317) %	MS/JH (N=264) %	Secondary (N=128) %	Type 1 (N=140) %	Type 2 (N=211) %	Type 3 (N=495) %
Always	53	6	3	13	3	19	4	4
Often	119	14	15	14	15	26	9	13
Sometimes	168	20	16	26	20	21	14	22
Rarely	107	13	15	11	16	19	11	12
Never	401	47	52	36	46	16	62	50

Table 23. Frequency of Use of Film (16mm)

Teacher Response	Total (N=705) N	%	Elem. (N=266) %	MS/JH (N=195) %	Secondary (N=119) %	Type 1 (N=82) %	Type 2 (N=205) %	Type 3 (N=416) %
Always	12	2	3	2	0	-	2	2
Often	68	10	9	8	10	16	11	8
Sometimes	148	21	19	22	23	23	19	21
Rarely	103	15	12	15	21	15	18	13
Never	374	53	57	53	46	46	50	56
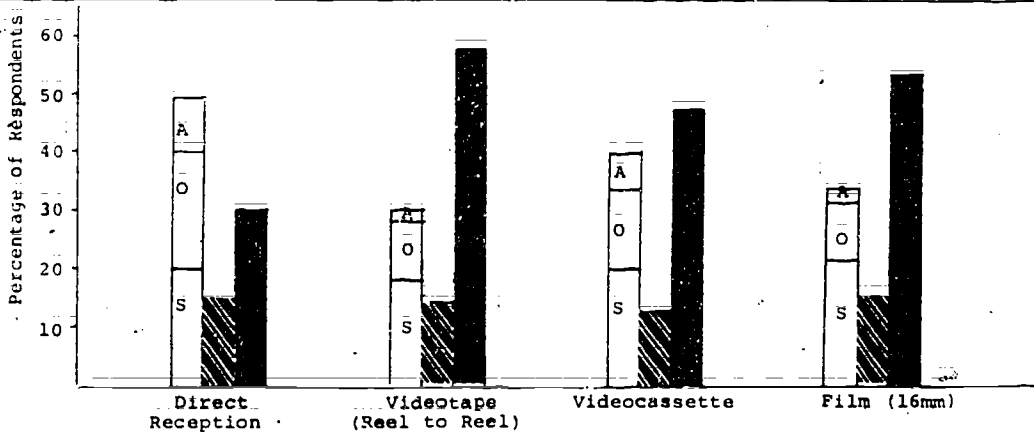
A= Always
O= Often
S= Sometimes
Rarely
Never

Figure 3. Frequency of Format Use

37

Frequency of Small-Format Videotape Use

In addition to determining the availability of small-format videotape and video equipment, clients and teachers were asked to report how frequently they used the different formats. When "always", "often", and "sometimes" were combined (see Figure 3), the following patterns emerged. As indicated in Figure 3, there was at least some use of direct reception by 58% of the teachers, while there was at least some use of videocassette by 40% of the teachers and reel to reel videotape by 30% of the teachers.

Further examination of small-format videotape use revealed both school level and Type of ITV Delivery site differences. (See Tables 20-23.)

Direct reception was used most frequently at the elementary level and declined as school level increased. Videotape reel to reel increased slightly over school level, while videocassette use was highest at the middle school/junior high level and lowest at the elementary level.

When the responses "always", "often", and "sometimes" were combined, teachers at Type 1 sites had the highest level of direct reception (71%), videotape reel to reel (56%), and videocassette (66%) use. Teachers from Type 3 sites used videocassette more frequently than Type 2 sites (39% vs. 28%) but used videotape reel to reel (24% vs. 29%) and direct reception (50% vs. 61%) less frequently. Since Type 3 sites were more likely to supplement broadcast services with use of small-format videotape, it is not surprising that their use of direct reception might be lower than at Type 2 sites.

Table 24. Frequency of Using Video Equipment to Show Programs

Teacher Response	Total (N=1060)		School Level Elem. (N=428) %	MS/JH (N=323) %	Secondary (N=162) %	Type of ITV Delivery Type 1 (N=188) %	Type 2 (N=297) %	Type 3 (N=572) %
	N	%						
Very Frequently	49	5	5	5	3	10	4	3
Frequently	126	12	7	15	17	13	10	12
Sometimes	332	31	29	33	33	36	26	33
Rarely	158	15	15	14	20	16	15	15
Never	395	37	44	34	27	25	46	37

Table 25. Frequency of Recording Programs for Future Use

Teacher Response	Total (N=1050)		School Level Elem. (N=424) %	MS/JH (N=329) %	Secondary (N=158) %	Type of ITV Delivery Type 1 (N=189) %	Type 2 (N=296) %	Type 3 (N=568) %
	N	%						
Very Frequently	9	1	0	2	1	3	-	-
Frequently	50	5	3	7	4	8	4	4
Sometimes	169	16	13	17	23	12	14	18
Rarely	131	12	14	9	11	11	11	13
Never	697	66	70	64	62	66	70	64

Table 26. Frequency of Teachers' Reasons for Not Using Video Equipment

Teacher Response	Total (N=395) N	School Level Elem. (N=188) N	MS/JH (N=109) N	Secondary (N=43) N	Type of ITV Delivery Type 1 (N=46) N	Type 2 (N=135) N	Type 3 (N=213) N
No tapes available	48	18	12	7	5	17	26
Programming not available	90	8	27	31	5	20	65
No equipment available	93	55	25	5	4	43	45
Don't know how to use equipment	123	71	25	10	24	48	51
Poor equipment	17	5	5	6	0	8	9
Too much trouble	111	47	31	20	6	39	66
Programs not worthwhile	38	7	16	11	4	10	24
Other	132	60	35	17	33	35	64

In addition to determining frequency of use of ITV formats,
questions were asked regarding the way in which video equipment
was used. About half of the teachers indicated at least some
use of video equipment to show programs, compared to less than
one-fourth who indicated at least some recording of programs
(see Tables 24 and 25). Video equipment was used most for both
showing and recording programs at the middle school/ junior
high and secondary levels, and at Type 1 sites.

Reasons offered most frequnelty for not using video
equipment at all were not knowing how to use the equipment and
too much trouble (See Table 26). Other reasons frequently
mentioned were the unavailability of equipment and unavailability
of programming. Problems of availability of programming were
cited most frequently at the middle school/ junior high and
secondary levels.
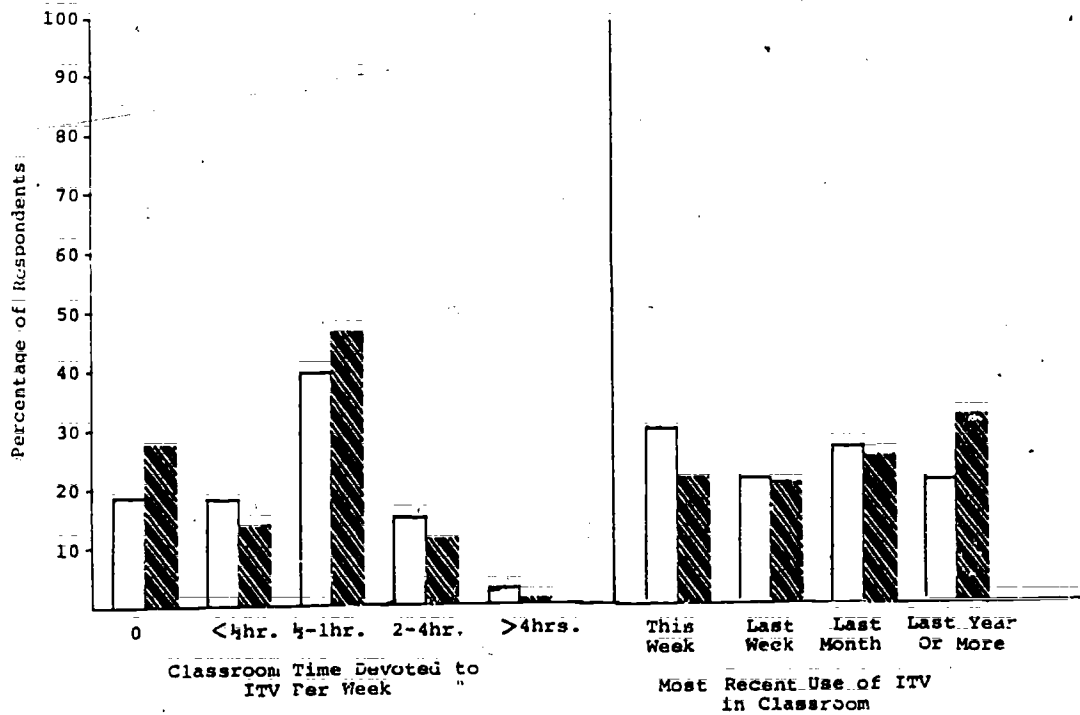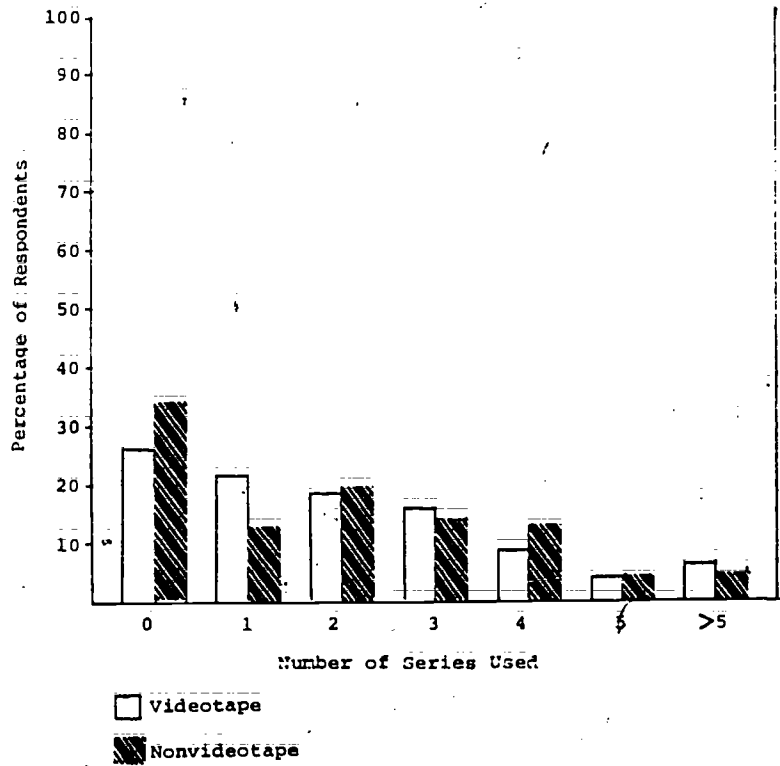
Figure 4. Relationship of Small-Format Videotape Availability to ITV Utilization

Of equal importance to examining frequency of use of videotape format, the relationship between small-format videotape and ITV utilization was determined for two purposes. First, baseline utilization data were gathered at each school so that the impact of the VideoKits and other small-format videotape could be determined over a three-year period. (See Appendices D and E for presentation of data by school level and type of ITV delivery.)

Second, teachers who had direct reception with small-format videotape available were compared to those who had direct reception without small-format videotape on items which revealed the number of series used, classroom time devoted to ITV per week, and most recent use of ITV in the classroom. (See Tables in Appendix E.) The percentage of teachers with videotape reported higher levels of utilization in most cases when measured by the number of series used and most recent use of ITV in the classroom. (See Figure 4.) The number of teachers never using ITV was also found to be consistently higher among teachers without videotape available than among those with videotape available. Classroom time devoted to ITV per week was also slightly greater for videotape users than for non-videotape users. These findings have important implications for this study. According to data obtained during this first year of research, increased availability of small-format videotape results in increased levels of ITV utilization.

Table 27. Most Suitable ITV Format

	Clients' Perceptions of Teacher Preferences					Teachers' Perceptions of Most Suitable Format							
	TOTAL (N=76)		School Level		Job Type		TOTAL (N=1279)		School Level			Type of ITV Delivery		
			Elem. (N=33)	Sec. (N=40)	Adm. (N=49)	Media (N=23)			Elem. (N=562)	MS/JH (N=368)	Sec. (N=169)	Type 1 (N=217)	Type 2 (N=384)	Type 3 (N=676)
	N	%	%	%	%	%	N	%	%	%	%	%	%	%
Dir.Rec.	23	30	39	23	35	13	653	51	75	40	15	51	57	48
Film	27	36	33	38	35	44	125	10	5	11	15	3	9	12
Videotape (reel)	-2	-3	0	5	2	4	127	10	3	11	24	9	11	9
Videocass.	24	32	27	35	29	39	219	17	9	24	27	26	10	18
(Not Sure)	-	-	-	-	-	-	130	10	7	12	14	10	10	11
(Not Avail)	-	-	-	-	-	-	25	2	1	2	6	1	2	2

Figure 5. Most Suitable ITV Format

□ Client
▨ Teacher

43

Trends in ITV

The perceptions of teachers, clients, and participating agency contacts were obtained concerning current and future trends in ITV. Both teachers and clients were asked to select one format which was most suitable for classroom use. Teachers' and clients' perceptions of the most suitable formats for ITV differed. (See Table 27 and Figure 5.) Teachers regarded direct reception as the most suitable format, while clients reported film and videocassette to be most suitable for classroom use. Videotape was rated lowest by both clients and teachers. According to Table 27, media professional clients favored the use of film and videocassette, while administrators found film and direct reception to be the most suitable formats.

Strong school level differences were noted with three-fourths of the elementary teachers preferring direct reception as compared to 40% of the middle school/junior high and 15% of the secondary teachers. Videocassette, on the other hand, was perceived to be most suitable by secondary teachers (27%) and least suitable by elementary teachers (9%).

Type of site differences also emerged. Slightly more of the teachers from Type 2 sites (57%) found direct reception suit-able than did teachers in Type 1 (51%) and Type 3 (48%) sites. On the other hand, only 10% of the teachers in Type 2 sites found videocassette format suitable compared with more teachers at either Type 1 (26%) and Type 3 (18%) sites.

Clients' Comments on Changes in ITV Delivery

More TV sets in classrooms and more players so teachers can choose programs at the most convenient time. More programs on tape for us to check out from our County Office or for us to circulate.
> Coordinator, IMC and Library, Elementary and Jr. High, California

Technology will change but schools will be short of funds to purchase new equipment.
> Program Supervisor, Palo Alto, California

Not a change, but some time for schools to catch up to the technology. We have only now got our system functioning on the videocassette and now disc is facing us as a major change. School cannot afford the rapid change in technology.
> Asst. Supt. for Instruction, Illinois

I hope it will expand in subject material and become even more widespread than now.
> Media Coordinator, Junior High, Maine

Clients were also asked questions concerning the trends in ITV. First, they were asked how ITV delivery would change and also how they would like to see it change. Representative comments of the clients are presented on the opposite page.

Most clients responded in terms of expanding ITV and increasing utilization of ITV in the schools. Toward that end, clients identified a need for a variety of delivery systems which would overcome scheduling and cost problems. Increased availability and use of small-format videotape and eventual availability of the disc emerged as potential solutions. Use of cable and satellite were suggested less frequently by the clients.

In addition to these suggestions for ITV delivery, 15% of the respondents also cited the need for more programming to be made available covering a wider range of subject areas than is now available.

The perceptions of trends in ITV of participating agency contacts were similar to those of the clients. Participating agency contacts felt that small-format videotape was a current trend for ITV. While four sites already have extensive video-cassette distribution, it remains a secondary approach to public station broadcast in most instances. At yet other sites, only limited use of small-format videotape exists.

Looking further into the future, two trends were mentioned frequently: videodisc and satellite. However, respondents

Table 28. Summary of Teacher Comments on Factors Influencing Increase in ITV Use by School Level

	Total		Elementary		MS/JH		Secondary	
	N	%	N	%	N	%	N	%
Improvements in Programming	111	25	26	15	42	30	43	30
Increased Availability of Variety of Formats (cable, vtr, cassette, etc.)	100	22	31	18	36	25	33	23
Availability of Videotapes	50	11	12	7	15	11	23	16
Improved Broadcast Scheduling	87	19	59	35	16	13	12	8
More In-service Training and ITV Awareness	64	14	21	13	20	14	23	16
More TV Sets	40	9	19	11	13	9	8	6
Frequency of Responses	452	33*	168	37	142	31	142	29

* % of all respondents

47

indicated that these formats would not come about for another five to ten years. Most participating agency contacts saw open-air broadcast continuing as the major source for ITV programming.

Clients and teachers were asked specifically to identify which factors would increase utilization of ITV in the schools. Clients noted that scheduling, equipment availability, increased programming, and additional services from the ITV agency were factors which would increase use of ITV. As Table 28 indicates, teachers identified these same factors. Improvements in programming were cited most frequently by teachers and more frequently by middle school/junior high (30%) and secondary (30%) teachers than elementary (15%) teachers. Increased availability of formats including cable and videotape (22%) as well as availability of the tapes themselves (11%) were also cited frequently. Secondary teachers were most concerned with the availability of videotapes (46%) while elementary teachers most frequently called for improvement in broadcast schedules (35%) which would enable them to use more ITV. Other factors mentioned were: more inservice training (14%) and greater availability of television sets (9%) particularly with more sets to be made available permanently in the classroom. Clients as well as teachers saw one of the major barriers to ITV use to be the convenience of broadcast schedules. However, clients were more likely than teachers to offer videocassette as an alternative to improving the broadcast schedules.

Summary and Conclusions: Small-Format Videotape in the Schools

Direct reception in classrooms continues to be the most available and most frequently used ITV format to view ITV programs. More than three-fourths of the teachers reported actual availability of direct reception, with more than half reporting public station broadcast as the major source. Other sources were commercial station broadcast, closed circuit, and cable. Direct reception was also perceived to be the most suitable format for ITV by many participating agencies and by a slight majority of the teachers. Strong school differences were noted with direct reception preferred at the elementary level and small-format videotape preferred at the middle school/junior high and secondary levels.

Small-format videotape was commonly found to supplement broadcast, with 54% of the teachers reporting that either videocassette or videotape reel to reel was available to them. Videocassette was available to 39% of the teachers and videotape reel to reel to 29%.

The availability of small-format videotape was also related to general levels of ITV use. It was found that teachers with small-format videotape available to them used more ITV series, and had used ITV more recently than those without videotape.

Since teachers rarely or never record their own programs,
tapes are made available to them through dubbing services pro-
vided at the school level or through centralized sources such as
a district library or ITV agency.

The availability of small-format videotape and video equip-
ment, and the frequency of using small-format videotape were re-
lated to both school level and type of ITV delivery at each site.
As expected, teachers in Type 1 sites reported the greatest
availability and use of small-format videotape, while teachers
from Type 2 had the lowest levels of availability and use. Small-
format videotape and video equipment also appear to be more avail-
able, and more frequently used at the middle school/junior high
and secondary levels than at the elementary level.

The perceptions of clients and teachers differed in some
important respects. First, clients were more aware of the avail-
ability of small-format videotape and were more likely to cite
this format as the most suitable for classroom use. Clients also
felt that small-format videotape holds the greatest promise of
convenience by overcoming scheduling problems for teachers. Tea-
chers, on the other hand, reported that utilization would be in-
creased by expanded programming (especially at the secondary
level) and improved scheduling (especially at the elementary
level). The teachers' responses may be based on their limited
experience with small-format videotape. For example, while 54%
of the teachers reported availability of small-format videotape,
about one-fourth were not sure whether small-format was available

to them, and more than half were not sure which of the three
videocassette formats were available. This might explain
their hesitance in recommending it as the most suitable format.
Since clients are more familiar with the different technologies,
they would be more likely to recommend their use.

In conclusion, six main points emerge from the findings of this study.

1. Small-format videotape is available to 54% of the teachers in this study second only to public station broadcast (available to 76% of the teachers).

2. In those cases where small-format videotape is available to teachers, necessary equipment is also frequently available and used by teachers.

3. Teachers who have small-format videotape available to them, demonstrate higher levels of ITV use than teachers who do not.

4. Of the videotape formats available, videocassette is the most frequently available, but videotape reel to reel remains a major source of small-format videotape in the schools.

5. Teachers would rather play tapes which have been prerecorded for them than record programs themselves.

6. According to the respondents in this study, small-format videotape is perceived to be a current trend in schools where it is available and as a future trend in those which have yet to purchase the necessary equipment and tapes.

Some important considerations for increasing ITV use through availability of small-format videotape are:

1. the need to make equipment available in those areas where no small-format videotape use exists.

2. the need to make tapes of programs available to teachers for classroom use both in videocassette and videotape reel to reel formats.

3. the need to increase teachers' awareness of availability of videotape programs and use of video equipment through ITV in-service workshops.

PART III. EVALUATION OF THE

VIDEOKIT DISTRIBUTION EFFORT

This section of the report focuses on questions
concerning the VideoKit distribution effort which was.
conducted by each of the participating agencies. On
the following pages, methods of identifying clients,
methods of contacting clients, factors influencing
purchase of VideoKits, and purchase and utilization of
VideoKits will be discussed.

Table 29. Individuals Who Select Audiovisual Materials

Response	Client Responses				Teacher Responses
	Total (N=86)		Job Type		Total (N=1356)
			Administrators (N=57)	Media (N=22)	
	N	%	%	%	%
Self:	64	74	75	77	9
Others:					
Classroom Teacher	20	22	25	16	NA
Media Specialist	12	13	15	8	36
Curriculum Coordinator	4	4	2	8	7
Librarian	16	18	14	24	37
Principal	11	12	15	27	20
Superintendent	2	2	0	4	3
Not Sure	–	–	–	–	17
Other	4	4	3	8	4

54

Methods of Identifying Clients

Participating agencies most frequently contacted media
or ITV specialists and librarians concerning the VideoKits.
Forty-eight percent of the distribution activities were aimed
at this group. At most sites the media and ITV specialists
were then asked by participating agencies to inform their schools
of the availability of VideoKits. In addition to the specialists,
principals and other administrators (e.g., superintendents) were
approached in 29% of the distribution efforts. Teachers and other
sources were approached far less frequently (14% and 10% respec-
tively).

When asked why these groups of individuals were selected
for distribution activities, most participating agencies reported
that it was most logical to contact individuals readily access-
ible through mailing lists and already established as part of the
ITV network. The rationale was that current ITV users would be
most positively predisposed toward any new ITV materials or for-
mat. While this group was the most logical contact, experienced
ITV specialists were also aware that the series offered on Video-
Kit were already available to the schools through broadcast or
cassette dubbing services thus making purchase of VideoKits less
likely.

In order to determine whether these audiences, in fact, were
those who made decisions to purchase such A/V materials as the
VideoKit, questions were included on both client and teacher ques-
tionnaires. The responses of clients and teachers (see Table 29)
indicate that media specialists, librarians, and principals were

the major purchasers of A/V materials. It should be noted that the actual ability to purchase A/V materials was reported by 74% of the clients. In some cases, promotional materials were apparently distributed to those who did not fit in these categories.

Table 30. Source of Information on Videokits

Client Response	Total (N=91) N	Total (N=91) %	Job Type Administrator (N=59) %	Job Type Media (N=25) %	School Level Elementary (N=42) %	School Level Secondary (N=46) %
Mailing	36	40	32	56	45	37
Group Presentation	11	12	14	4	17	9
Read in Publication	13	14	20	4	14	15
Individual Meeting with ITV Agency	7	9	5	16	7	9
Colleague	5	6	5	8	2	9
Teacher	0	0	0	0	0	0
Manufacturer	1	1	2	0	2	0
Other	12	13	12	16	10	13

Methods of Contacting Clients

Distribution of VideoKit information had been undertaken at each of the participating agencies by January, 1979; at this time, almost all participating agencies faced their distribution effort with no additional staff available to them. Therefore, almost all contacts integrated their distribution effort into existing ITV services. According to the Work Logs maintained by participating agency contacts, presentations or hand-outs of materials at already scheduled ITV meetings accounted for 50% of the total distribution activities and mailings to individuals on existing address lists accounted for another 42% of the distribution effort. Contacts in half of the participating agencies also included items about the VideoKits in the regular ITV newsletters.

When clients were asked the most frequent source of information on the VideoKits, their responses were ranked as follows: received mailings from the ITV agency (40%), read about it in a publication (14%), or heard about it during a group presentation (12%). (See Table 30.) As might be expected because of available lists, media professionals (56%) reported receiving mailings more frequently than administrators (32%). On the other hand, administrators read about the VideoKits more frequently in publications (20%) than did media professionals (4%).

The concept of the "VideoKit" idea is a
tremendous one especially for school dis-
tricts that cannot receive ITV programming
or afford entering into an ITV contract
with a broadcast station.

Low prices made possible having several
programs on one tape and also with the
much cheaper 1/2" Beta and VHS tape should
make the "VideoKits" very popular for some
schools.

Software is definitely the key to greater
utilization of ITV in the classroom.
    Media Director, Texas

In a secondary school with a bell schedule
such as ours, directly broadcast TV is not
adaptable for classroom use, so our use of
ITV is limited to cassette use. We are
further hampered by the fact that we have
only one vcr. . . obviously, teachers hesi-
tate to incorporate ITV in their plans.
    High School Asst. Librarian, Virginia

We don't have the necessary equipment to
have the kits available to teachers when
they need them. (cassette players and TV
sets).
    Library and Instructional Media Center
    Coordinator, California

We lack the dollars to purchase equipment.
    Coordinator, Instructional Media Center,
    California, grades k-8.

Factors Influencing Purchase of VideoKits

An important part of the evaluation effort was to identify factors which might influence purchase of the VideoKits. During interviews with the participating agency contacts and on the client questionnaire, respondents were asked to comment on a number of factors which might facilitate or hinder purchase of the VideoKits at that site. Examples of the most frequent responses are presented on the opposite page.

First, both availability to and accessibility of video equipment were perceived to be the key factors in purchase of the VideoKits. In most situations, contacts felt that videocassette equipment was available on a limited basis; therefore, purchase of the VideoKits would involve concomitant purchase of expensive video equipment. Teacher responses on the availability of video equipment corroborated this finding. Of the three videocassette formats in which VideoKits are offered, only 33% of the teachers reported that they have this equipment available to them. Since 28% of the teachers were not sure, it is possible that this figure is in fact higher. (See Table 9 on page 19) While video equipment is more available at the middle school/junior high and secondary levels, existing VideoKit programming for this level was limited to only two series and was very unfamiliar to teachers and clients. (See Table 31 on page 39 for familiarity with the series "Contract!" and "Rights and Responsibilities".)

Copyright, declining enrollment, failure
to pass school tax levies, and the reduc-
tion of non-tenured teachers in the class-
room are all problems that face ITV.

High School Media Director, Missouri

6

While most contacts felt that the VideoKit is cost-
effective as an instructional unit, free cassette dubbing and/
or broadcast of a series would hinder purchase of the same
materials. Since equipment is most frequently available at sites
with extensive and "free" dubbing services (see Table 14,
page 21. Type 1 and 3 sites), purchase of VideoKits becomes
more expensive.

Closely related to the issue of cost-effectiveness is
the general issue of availability of funds. AIT carefully pre-
pared reference manuals with detailed suggestions for funding,
and this will certainly aid and facilitate purchase. However,
in a climate of "back to basics" and reports of fiscal cutbacks
occurring at a number of sites, purchase of such expensive items was
perceived to be difficult. (See comment on opposite page.)
Also, many clients had already spent their 1978-79 budget al-
locations preventing purchase or materials or equipment during
that academic year. In fact, one-fourth of the clients gave the
lack of funding as a reason for not purchasing kits. (See
page 41 for further discussion.)

Other factors influencing purchase of VideoKits which were
discussed during the contacts' interviews were: prior knowledge
and availability of the series and convenience to teachers.

Table 31.   Familiarity with AIT Series Among Clients and Teachers

Series	No. Resp.	CLIENTS Total		School Level		Job Type		TEACHERS Total All Grades		By Target Grade Levels Grade Level	Number of Teachers at that level	% of all teachers at that level
		N	%	Elem. %	Sec. %	Adm. %	Media %	N	%			
Ripples	74	46	62	74*	50	58	75	331	24	K-3	121	69
All About You	72	48	67	73*	64	55	95	412	30	K-3	131	75
Inside/Out	76	59	78	89*	67	72	100	421	31	4-6	149	73
Bread & Butterflies	77	57	74	86*	66	69	95	296	22	4-9	157	61
Measure-Metric	77	59	77	79*	76	73	95	273	20	4-9	145	56
Self Incorporated	69	46	67	77*	61	61	89	165	12	7-9	86	37
Contract!	59	6	10	8	13*	3	25	52	4	7-12	17	7
Rights & Responsibilities	63	28	44	41	50*	42	56	108	.8	9-12	50	22
Universe & I	69	34	49	29*	58	46	62	77	6	7-9	35	15

* Appropriate grade level
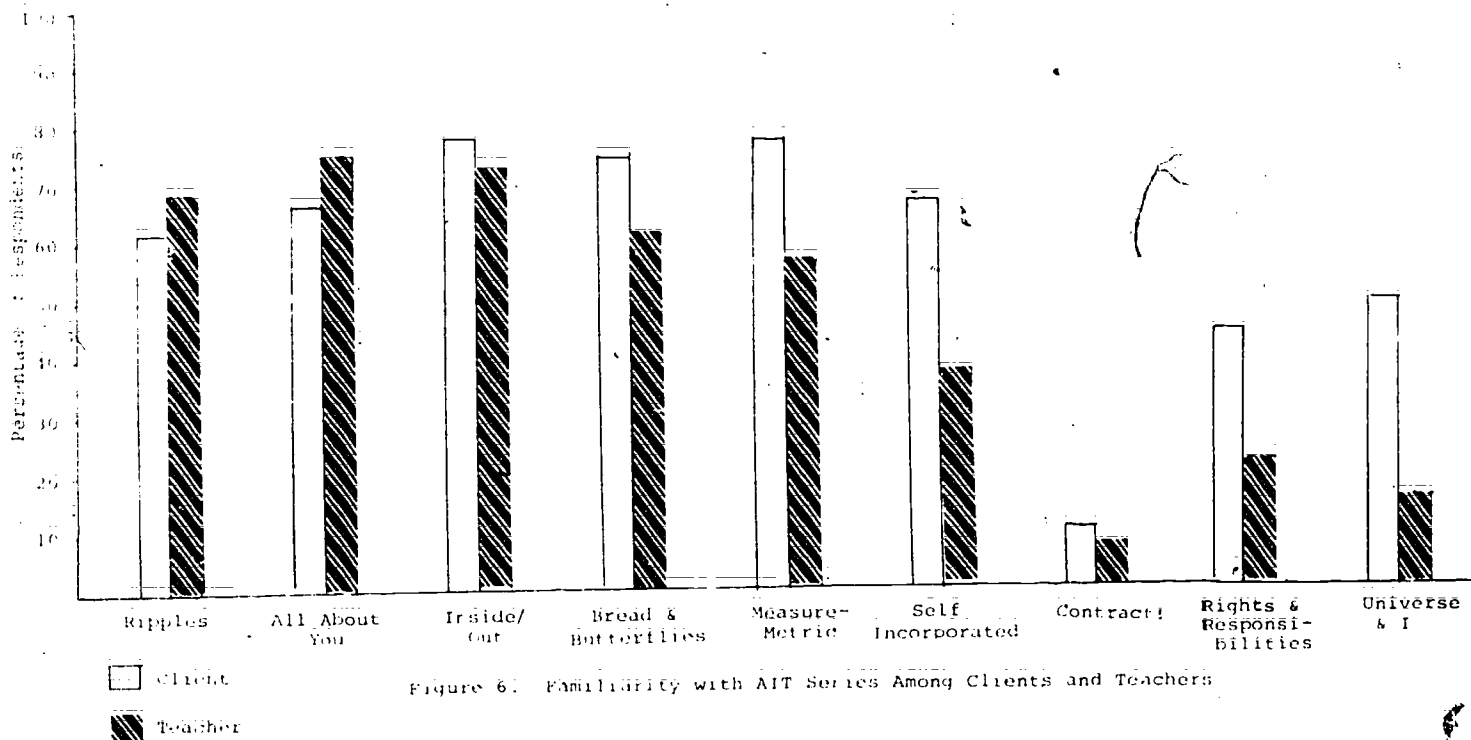
Figure 6. Familiarity with AIT Series Among Clients and Teachers

☐ Client

▨ Teacher

63

Prior knowledge of the series offered by AIT in VideoKit
form was uniformly seen to be a facilitating factor in pur-
chase of VideoKits, but availability of the series through
broadcast was perceived to be a limitation. As stated earlier,
when the series is already made available free through broad-
cast and in some cases in videocassette format as well, users
will be less likely to purchase the kits.

To determine the scope of familiarity with AIT series,
clients and teachers were asked to indicate if they were familiar
with a list of existing series. (See Table 31.) In general,
six of the nine series were reported to be familiar to a ma-
jority (62% to 78%) of the clients, while the other three series
were not as familiar (10%-49% of the clients). Teacher famili-
arity reported in the same table and in Figure 6 is somewhat
lower than client familiarity. It may be that some teachers are
unfamiliar with the series because they are unable to use it due
to inconvenient scheduling.

Convenience to teachers is a major issue in the VideoKit
project since the VideoKits were designed to be housed in schools
for individual classroom use at the convenience of teachers. Most
contacts saw the convenience of VideoKits as a facilitating factor
in purchase. Even in situations where the cassettes of programs
are already available, rarely is an entire series taped and held
by a group of teachers for a full year. Inconvenient scheduling
was cited as the most frequent reason for not using ITV at this
time (53% of teachers not using ITV gave this reason). Two other
items on the teacher questionnaire confirm this finding. Teachers

Table 32. Convenience of Broadcast Schedules

Teacher Response	Total (N=1305) N	%	School Level Elem. (N=561) %	MS/JH (N=362) %	Secondary (N=166) %	Type of ITV Delivery Type 1 (N=214) %	Type 2 (N=387) %	Type 3 (N=655) %
Always	81	6	7	7	5	12	6	5
Usually	386	31	41	29	15	43	31	27
Sometimes	314	25	33	20	14	22	29	23
Rarely	197	16	10	22	19	15	13	17
Never	46	4	1	2	9	2	3	5
Don't Use	235	19	8	20	38	7	18	23

Table 33. Availability of Support ITV Services

Agree or Strongly Agree	CLIENTS TOTAL (N=90) N	%	School Level Elem. (N=42) %	Sec. (N=45) %	Job Type Adm. (N=58) %	Media (N=25) %	TEACHERS TOTAL (N=1305) N	%	School Level Elem. (N=566) %	MS/JH (N=382) %	Sec. (N=171) %	Type of ITV Delivery Type 1 (N=221) %	Type 2 (N=400) %	Type 3 (N=684) %
School Adm. very supportive of ITV	69	77	88	65	81	68	804	61	67	64	43	83	53	60
Print Materials available for planning	79	89	91	86	86	96	998	76	86	75	56	89	75	73
Staff from ITV agency provides adequate in-service	50	58	78	35	62	56	442	33	34	34	31	43	30	31
ITV agency staff provides adequate information	70	80	93	67	80	88	573	44	48	47	36	62	41	41
ITV scheduling decisions based on teacher's needs	51	50	69	45	58	76	455	35	37	39	25	56	30	31
Selection of ITV programs based on teacher's needs	55	65	74	52	64	76	577	45	49	48	30	67	40	39

65

were asked how frequently the broadcast schedules were con-
venient for them. (See Table 32.) Only 37% checked "always"
or "usually" and an additional 25% checked "sometimes". Sched-
uling appeared to be less of a problem to elementary teachers than
middle school/junior high or secondary teachers. Teachers at
Type 1 sites also appeared to be positive about scheduling, but
these teachers have more options for delivery than other teach-
ers. In addition, when teachers were asked to rate support
services offered by the ITV agency (see Table 33), scheduling
ranked as one of the lowest. Only 35% of the teachers agreed
or strongly agreed that scheduling decisions were based upon their
needs. Teachers' perceptic   tors which would overcome
these problems and increase   .. ation are represented in
the comments on the follc .

Teachers Perceptions of Factors Which Would Increase ITV Utilization

> Scheduling will sometimes prevent the use
> of a particular program since it is offered
> in the early morning before we can practically
> make use of it or that same program is offered
> at noon during the lunch program--this has hap-
> pened often enough to eliminate my usage of 3
> desired programs the past school year.
>   Third Grade Teacher, Rhode Island

> Videocassettes available so I can use programs
> when it fits in to my course curriculum and
> when it would best support and teach areas that
> are being covered at the time. I quit using TV
> any more because I found it difficult to teach
> around a rigid TV schedule. Sometimes it wasn's
> the program I wanted or it didn't come on when
> scheduled and my class time was wasted and time
> lost.
>   Junior High School Teacher, South Carolina

> My school has just purchased a videocassette
> recorder. Now that I can tape programs and
> play them to the class at my convenience and
> when they are relevant to what we are learning,
> I am more likely to watch ITV. Previously
> there were always scheduling difficulties.
>   Fourth Grade Teacher, Rhode Island

> Increased availability of recorders so that
> teachers will have more flexibility in sched-
> uling and will not miss a program just because
> it is aired while their class is having recess
> or gym.
>   Director of Elementary Libraries, Missouri

Purchase and Utilization of VideoKits

Only two of the 91 clients responding to the questionnaire reported purchasing VideoKits. In fact, 17 VideoKits had been purchased at this writing. When clients were asked to indicate why they did not purchase VideoKits, clients most frequently gave the following reasons: funds were not available (24%), lack of knowledge about VideoKits (24%), and lack of video equipment (9%). Other reasons, each offered by less than 5% of the sample included:

- reliance on programming through ITV agency broadcast

- school system already has many videocassettes

- no requests

- impractical

- can't purchase these materials

- just beginning to use this format

(These issues raised by the clients have been discussed in the previous section.)

Both clients and contacts were asked about how the Video-Kits would be used and to cite any problems that they felt would affect utilization of the VideoKits. As stated above, clients most frequently indicated that the expense (20%) and lack of equipment (18%) would hinder purchase and therefore utilization.

Participating agency contacts' perceptions of how kits could be utilized varied from site to site. In two situations, contacts indicated that the kits would be used over closed circuit television. Others reported that the kits would be housed at the school or district level for individual classroom use.

More teacher awareness. More coordination
of ITV programs with curriculum possibly with
some interest and leadership given by adminis-
trators for ITV.
   High School Librarian, Virginia

Perhaps at local level greater incentive
ir teaching" teachers how to integrate ITV
in their classroom. More national publicity
of programs available.
   Jr. High School Librarian, Maine

Two of the participating agency contacts and the majority
of clients (69%) felt that there would be no difference between
VideoKits and current ITV use. However, six contacts reported
that the kits would be used to meet individual needs, in small
groups, in a manner similar to film. Those identifying dif-
ferences between broadcast and the kits said that the kits could
be used for greater depth in content, that scheduling problems
would be eliminated, and that the kit allowed teachers to stop
the program and repeat segments as needed. The advantage of
kits over current cassette dubbing services would be the per-
manent and continuous availability of the series in kit form.

When asked whether specialized training in the use of kits
would be offered by the ITV agency, half of the contacts thought
no additional training would be necessary. Three cited the need
for having in program utilization and two indicated that there
was need for training in use of equipment. No specific plans
had been made for in-service at the time of the interview.

Clients' and teachers' responses about training were dif-
ferent from those of the participating agency contacts. Clients
and teachers both rated the adequacy of current in-service lower
than other support ITV services offered. (Only 58% of the cli-
ents and 33% of the teachers felt in-service was adequate. See
table on page 40.) Comments on the opposite page reflect this
concern among clients. As noted earlier, reasons given for not

utilizing ITV and not using video equipment were: not knowing
how to use equipment (71%, see page 24) and no equipment avail-
able (55%, see page 24). Obviously, teachers would benefit from
training in the use of the equipment when it is made available
to them. Further, in-service would appear to be especially im-
portant in the VideoKit effort since VideoKits may provide the
sole source of ITV to teachers who currently lack experience in
utilizing ITV as a teaching tool.

Summary and Conclusions: VideoKit Distribution Effort

Participating agencies most frequently incorporated the VideoKit distribution effort into existing ITV services since no additional help or budget was available for this purpose. Media or ITV specialists and librarians were contacted most frequently by the agencies concerning the availability of Video-Kits. This audience was the most logical one to address since these individuals most freque. make A/V materials purchases for the schools and are also already familiar with the AIT series offered in VideoKit form. However, these same individuals are also aware that the series are already available to their schools through broadcast and are unlikely to duplicate the service to schools. Thus, while familarity with the AIT series was perceived to facilitate purchase, current availability of the series might actually serve to limit purchase.

While the kits were seen to be cost-effective as an instructional package, two other cost factors influenced purchase. First, in those situations where no equipment was available, the purchase of kits involved purchase of equipment at three times the cost of kits themselves. In addition, the climate in the schools leans toward cutting budgets, which hinders the ability to purchase new materials according to clients. Indeed only two of the clients responding to the questionnaire did in fact purchase VideoKits. (A total of 17 VideoKits have been sold at this time.) These financial considerations were cited most frequently as reasons for not purchasing kits.

On the other hand, VideoKits offer convenience to teachers,
enabling even more flexible scheduling than with current cas-
sette dubbing services since the kits can be held in the school
throughout the year and dependence on additional staff is not
required for recording programs off-air. Some participating
agents pointed out that the VideoKits presented unique opportu-
nities for non-broadcast programming which could address a more
specialized subject matter than that currently covered in broad-
cast format. The standard time limits on a given program (e.g.,
15, 20 or 30 minutes) would also be unnecessary for programming
developed in VideoKit format.

While the VideoKit has yet to find its best market, this
new product offers an interesting supplement to broadcast pro-
gramming and a partial solution to the problems of convenience
in scheduling for teachers and of limited or no broadcast services
to teachers in some schools. Since availability of small-format
videotape was shown to result in higher levels of ITV utilization,
such small-format projects as the VideoKit have an important
place in ITV, either as a supplement to broadcast or as sole
source of programming to teachers.

In conclusion, four main points emerge from the findings on the VideoKit distribution effort.

1. Factors which will facilitate purchase of VideoKits include availability of equipment, prior familiarity with the series made available in VideoKit form, and convenience to teachers.

2. Factors which will hinder purchase of Video-Kits include lack of funds, lack of video-cassette equipment, and existing availability of series through "free" cassette dubbing services.

3. Purchase of VideoKits was greatest in sites where limited broadcast and limited cassette distribution services were available, and where broadcast schedules were inflexible.

4. Actual purchase of VideoKits was also limited because of lack of funds and lack of equipment.

The VideoKit distribution effort should continue to:

1. Promote VideoKits in sites which have expressed and/or demonstrated a need to expand and supplement their broadcast services.

2. Pursue a marketing plan which will not duplicate or operate in conflict with existing ITV services.

The following points might also be considered:

3. Make VideoKits available in the videotape reel to reel format since many teachers have this equipment currently available to them.

4. Facilitate purchase through offering a VideoKit/video equipment package.

5. Increase availability of middle school/junior high and secondary programming since most frequent availability and use of small-format videotape occurs at those levels

APPENDIX A. Contents of

The Evaluation Packet

PUBLIC AFFAIRS RESEARCH INSTITUTE
141 Linden Street
Wellesley, Massachusetts 02181

OVERVIEW OF THE EVALUATION OF VIDEOKIT PROJECT

A. Objectives

The main objectives of the evaluation of the VideoKit Project is to determine the impact of the program on:

a. Attitudes toward existing and future technologies

b. Utilization of instructional television in the schools

c. Experience with the range of small format videotape technologies

B. Funding

The funding for the evaluation effort is provided by the Corporation for Public Broadcasting. The first funding cycle began in March of 1979 and will be completed by September 30, 1979. We hope that evaluation of this project should continue its efforts for a minimal period of three years.

C. Schedule

1. Mid-March to mid-April: Evaluation design completed; questionnaires and interviews will be developed by the evaluation team.

2. April to mid-May: Evaluator will visit each site for one day.

3. Mid-May to mid-July: Data will be submitted to the evaluator and analyzed.

4. Mid-July to mid-September: Final Report will be prepared, reviewed, and submitted to CPB.

D. Data Collection

Task	Data Collection Technique	Procedure	Date
To document contacts made by Participating Agent with clients.	Work Log Form	To be maintained on an ongoing basis by Participating Agent.	March–September
To determine response of client to availability of VideoKit.	Questionnaire	To be mailed or delivered to clients who sent for and received brochures, who place orders and are approached by Participating Agent.	April–September
To determine attitude of Participating Agents toward VideoKit program.	Interview	To be conducted by Evaluator during site visit.	Mid-April Mid-May
To determine attitudes of teachers toward potential for VideoKit.	Questionnaire	To be disseminated to 400 teachers per site by intern hired by Participating Agent. Selection procedures to be specified by evaluator during site visit.	Mid-April Mid-June

E. Evaluation Tasks to be Performed by Participating Agent

1. Complete work log on an ongoing basis.

2. Hire graduate student or intern who will:

   a. Mail questionnaires to clients.
   b. Select sample of 400 teachers (under direction of evaluator).
   c. Disseminate questionnaires for teachers to schools.

d. Collect questionnaires from schools.
e. Return questionnaires to evaluator.

F. Site Visit

1. The following activities will be accomplished during site visits which are to be scheduled from mid-April to mid-May:

   a. Interview Participating Agent for approximately two hours.

   b. Meet with graduate student/intern to select sample of teachers.

2. (Before this meeting the intern should obtain a list of school systems, school districts and individual schools in your area.)

G. Definition of Terms

1. The Participating Agency is the ITV agency (you).

2. The client is any individual you approach to purchase the VideoKit This may be principal, media specialist, a superintendent, or Curriculum Coordinator.

GENERAL INSTRUCTIONS FOR PARTICIPATING AGENTS

I.   Completing Work Log Forms:

   A.   Continue completing work logs.
   B.   Copy a set of work logs and send to PARI July 1, 1979.

II.   Identifying schools and teachers for evaluation (See Instructions for Further Details)

   A.   Select 20 schools (with at least 20 teachers each) for a total of 400 teachers.
   B.   Select 10 most likely schools to have kits next year.
   C.   Select 10 least likely schools to have kits next year (match type of each of the schools with those who will have the kits). ·
   D.   Complete List of Participating Schools Form and mail copy to PARI by May 15.
   E.   Identify contact at each school who can be relied on to distribute and collect questionnaires.
   F.   Distribute questionnaires to all teachers in a school. ·

III.   Identifying Clients for evaluation.

   A.   Select 50 of the most likely clients to purchase.
   B.   Select 50 of the least likely clients to purchase.
   C.   In each of these two groups indicate which clients:

      1.   received mailing only
      2.   attended presentation
      3.   read about it in publication
      4.   met with individually

   D.   Complete List of Clients Form and mail to PARI June 1, 1979.
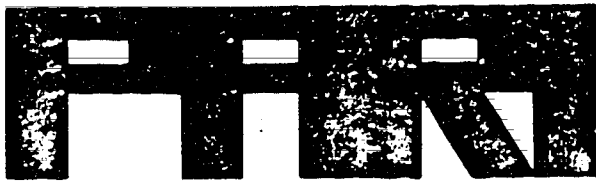
TO BE ACCOMPLISHED DURING SITE VISIT:

1. Interview you concerning your agency's role in ITV as well as your opinions of the VideoKits.

2. Examine the work log form and answer questions you may have regarding this form.

3. Examine and copy mailing lists you have of potential clients. I would like to be able to mail questionnaires from our office to:

    a. Clients who attended a presentation/received mailing/ responded to publication/or with whom you met individually.
    b. Clients who have indicated a strong or positive interest in purchase and those who have indicated no interest.

4. Discuss procedures for identifying schools for distribution of teacher questionnaires (May 15 - June 15).

    a. We will want to identify 400 teachers - probably 20 schools.
    b. We will want half of the schools to represent the most likely to purchase and the other half to represent the least likely to purchase.
    c. Further details of selecting schools and distributing questionnaires will be specified during my visit. Detailed instructions will also be available when the questionnaire packets are delivered to you.

80

INSTRUCTIONS FOR QUESTIONNAIRE PACKETS

Enclosed please find _____ teacher questionnaires

_____ self-addressed, stamped manila envelopes

A. Preparation of Packets: May 10-15

1. Refer to your list of schools and the number of teachers in each school and put the appropriate number of questionnaires in the manilla envelope (provide a few extra).

   a. Put the name and address of the school in the upper left hand corner of the envelope.
   b. Put the number of teachers in each school in the lower left hand corner.

B. Distribution of Packets: May 15-20

1. When you deliver questionnaire packets make sure your contact has received it.

   a. Give them a specific deadline (one-two weeks) to distribute and collect questionnaires

   b. Note: the less time given the better (one week). If teachers have a long period to respond, they will forget about it.

2. If you mail the questionnaires (to schools not within a reasonable distance for a car trip), call to make sure they received the question-naires.

   a. If questionnaires are lost, copy an extra set of questionnaires and send us the bill.
   b. Give a specific mailing date for return of packets (two weeks after receiving packet). Packets will come directly to PARI.

C. Collection of Packets: June 1-June 15

1. To collect packets locally, call before you go to the school and make sure they have been completed and returned.

   a. Ask how many have been returned. If less than 90%, then ask your contact to remind the teachers once more.

b. Give contact a few more days and return your call.

c. Repeat this process no more than three times.

d. Collect the questionnaires at a time convenient to the contact.

e. Send a letter of thanks to the contact and ʼool thanking them for the help and cooperation.

2. To collect packets by mail, call before the time they are due to mail them and ask how good a return they are getting.

a. If its low or slow, ask them to remind the teachers.

b. If we don't receive the questionnaire packets by June 15, we will contact you by phone and ask you to ask them to send it.

c. After we have received all mailed packets, will will contact you. At that time you should write them a thank you letter.

D. Return Packets to Evaluator.

1. Only packets picked up locally need to be mailed (mailed packets should be returned directly from the school). Just close each envelope and drop in the mail to us. Please mail them no later than June 15.

LIST OF PARTICIPATING SCHOOLS

PARTICIPATING AGENCY: _____ STATE: _____

Name of School	Mailing Address	Phone Number	Number of Teachers	Number of Students	Grade Level (Preschool-12)	TYPE OF SCHOOL (Check)			ETHNIC REPRESENTATION (Check all that apply)					
						Suburban	Urban	Rural	Homogeneous	Multi-Ethnic	Black	White	Oriental	Latino

LIST OF CLIENTS

Name and Mailing Address	Interest in Purchase		Method of Contact				
	Interest	No Interest	Presentation	Mailing	Publication	Individual Meeting	Other

INSTRUCTIONS FOR WORK LOG FORM

1. Attached is a work log form which will help us document your progress as you distribute information on the Videokits.

2. In addition to maintaining the work log form, please also keep the names, job titles and addresses of the following individuals. We will collect this address list and mail questionnaires to a sample of potential purchasers.

   a. All clients who have been included on a mailing list.

   b. All clients who write to you and ask you to send them information.

   c. All clients with whom you have met individually.

   d. Attendance sheets (including names and addresses) of workshop or presentation attendees. This can be easily accomplished by circulating a sign-in sheet.

3. Please maintain your work log on a regular basis (see attached for an example).

   a. Indicate the "Date" of the activity.

   b. Under "Type of Activity" identify the activity, briefly.

   c. Under "Client Involved or Contacted" please distinguish the following:

      (1) If it involves a group, indicate kind of group involved.

      (2) If it involves an individual, include name, job title, and address.

      (3) If it involves a publication, indicate name of publication.

   d. Under number contacted indicate how many individuals involved. In the case of a publication, indicate number of subscribers.

   e. Under "Response/Comment" indicate reason for activity.

      (1) If a presentation has been made, describe briefly.

      (2) If publication is involved, indicate target audience.

      (3) Also report any response to activity (specifically related to purchasing a kit) and your comments.

APPENDIX B: Evaluation Instruments

Public Affairs Research Institute

WORK LOG FORM: PARTICIPATING AGENTS

Videokit Program

DATE	TYPE OF ACTIVITY	CLIENTS INVOLVED OR CONTACTED	NUMBER OF CLIENTS CONTACTED	RESPONSE/COMMENT

86
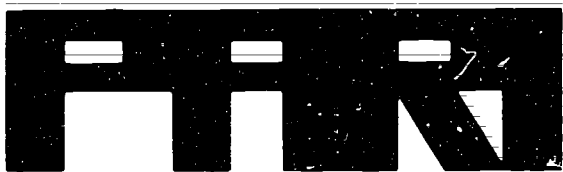
88

Name _____   Agency _____

Address _____   Title/Position _____

City/Town _____   State _____

<u>Agency Background</u>

1. Would you briefly describe your responsibilities.

2. What is your agency's primary method(s) for program distribution?

        ___ air broadcast
        ___ le
        ___ ITFS
     ___ master antenna
     ___ off-air dubbing

3. What other methods of distribution do you offer?

4. How many television series does your agency offer/distribute? _____

5. Approximately what percentage of these series are:

     ___ elementary level
     ___ middle school/junior high
     ___ secondary

6. How are programming decisions made?

7. How are scheduling decisions made?

8. What services other than broadcast of programming are provided by your agency?

_____ tape dubbing
_____ tape library
_____ print materials
_____ program use training
_____ hardware training
_____ general media training
_____ programming preview by teachers
_____ evaluation of programs
_____ series recommendation by teachers
_____ series recommendation by administrators
_____ broadcast schedule by teachers
_____ ' broadcast schedule by administrators
_____ recording rights   (What percentage of series?____)

9. What is the geographic area of broadcast coverage?

10. How many school districts does your signal reach?

11. How are ITV services funded?

12. How many school districts receive your services?

13. How many students receive services?

9

14. How many school districts/systems are reached for <u>utilization</u> among:

_____ participating systems
_____ non-participating systems

15. Of the <u>technologies</u> most readily available, which options do you provide for your schools? (Check if available, Cross if provided)

_____ taping for convenient replay
_____ dubbing and distribution of tapes
_____ ITFS
_____ satellite
_____ cable
_____ 3/4" Umatic (cassette)
_____ Beta
_____ VHS

<u>VideoKit Distribution</u>

1. Who will be/are contacts you approach to sell the VideoKits?

_____ principals
_____ superintendents
_____ media specialists
_____ teachers
_____ librarians
_____ curriculum specialists
_____ other administrators(?)_____
_____ Other _____

2. On what basis did/will you select your contacts?

3. If these do not purchase, what other contacts will you consider?

4. Have you worked in the past with the clients you have contacted? YES   NO
If YES, which ones?

If YES, how?

5. Is your relationship with your contacts: EXCELLENT   GOOD   FAIR   POOR ?

6. Who makes ITV decisions for the schools?

7. To which type of schools will you be promoting the VideoKit?

   Why did you select that type ?

8. In your opinion will the selection process used for purchase of VideoKits differ
   from that of broadcast programming?   YES   NO

   If YES, how?

9. Where do you think the VideoKits will be housed?

   _____   individual classroom
   _____   media center
   _____   library
   _____   resource room
   _____   principal's office
   _____   other (specify) _____

VideoKit Purchase

1. In your opinion, which of these factors will play a role in purchase of VideoKits?
    (explain)

    _____ a.   availability of videoequipment

    _____ b. accessibility of videoequipment to teachers

    _____ c. prior availability of series through broadcast

    _____ d. prior knowledge of series

    _____   cost effectiveness of delivery to classrooms as perceived by client

    _____ f. cost effectiveness of delivery to classrooms as perceived by you

    _____ g. convenience to teachers

2. What other factors would facilitate or hinder purchase?

Utilization of VideoKits

1. In general, how do you think the VideoKits will be utilized?

2. Is any teacher training necessary for the use of VideoKits?   YES   NO

   If YES, what kind of training will be provided by your agency?

   What kind of training will be provided by others?

3. Is there a difference in utilization between VideoKit and broadcast of same materials?   YES   NO

   Explain.

4. Should new programs take into consideration the attributes of new VideoKit (technology)? If so in what ways?

VideoKits and the ITV Agency

1. In your opinion, what changes will occur over the next five years in delivery of ITV programs to classrooms?

2. How does the VideoKit fit into your perceptions of the changes which will occur over the next five years?

3. How will VideoKits change or have an effect on broadcast services?

4. Will the funding mechanism for ITV services in your area affect purchase of VideoKits?   YES   NO

5. Will the VideoKit program change your role in any way?   YES   NO

If YES, how?

Availability of VideoKit Series

Which of the following series do you make available to teachers.

	✓ if Available	# Programs Available	Format(s) Available			
			Direct Reception in Classroom	Video-tape (Reel to Reel)	Video-cassette (type)	Film (16mm)
Ripples						
All About You						
Inside/Out						
Bread and Butterflies						
Measuremetric						
Self-Incorporated						
Contract						
Rights and Responsibilities						
Universe and I						
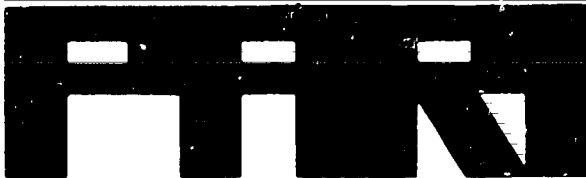
141 Linden St., Wellesley, MA 02181

Dear Teacher:

You have been selected to participate in a national survey of teachers' perceptions of instructional television. The Corporation for Public Broadcasting (CPB) is interested in finding out how you use Instructional Television in the schools. The Public Affairs Research Institute is currently gathering this information for CPB.

By INSTRUCTIONAL TELEVISION (ITV) we mean to include in-school uses of television programs that are usually broadcast by an ITV agency but are also available in other ways such as videotape, videocassette, film, etc.

Please answer the questions as candidly as you can. We are interested in your responses whether or not you use ITV. Your responses will be tabulated by our firm. No individual schools or names will be used in the report. Please return the questionnaire to the central office in your school within one week.

Thank you for your cooperation. If you would like a summary of the results of this study, please contact your local ITV agency.

(8-9)   SCHOOL _____   STREET ADDRESS_____

CITY/TOWN_____   STATE _____

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please check the appropriate box or space for each of the items. Fill in additional responses where appropriate. Answer "If..." questions marked a, b, c, etc. *only* if they apply to you. If they *do not* apply to you, o on to the next question.

Ignore all numbers in parentheses; they are for data processing purposes only.

(Over)

I. BACKGROUND INFORMATION

(10-13)   1. How many students are there in your school? _____

(14-27)   2. Check all grades which you teach.

☐ Preschool	☐	6
☐ Kindergarten	☐	7
☐ 1	☐	8
☐ 2	☐	9
☐ 3	☐	10
☐ 4	☐	11
☐ 5	☐	12

(28)   3. How many years have you taught?

(1) ☐ less than one year
(2) ☐ 1-3 years
(3) ☐ 4-6 years
(4) ☐ 7-9 years
(5) ☐ 10 years or more

(29)   4. How many years have you used instructional television (ITV) programming in your classroom?

(1) ☐ none
(2) ☐ less than one year
(3) ☐ 1-3 years
(4) ☐ 4-6 years
(5) ☐ 7-9 years
(6) ☐ 10 years or more

(30-35)   a. If you have *never* used ITV, please indicate why. (check all that apply)

☐ not available to me
☐ don't like TV in classroom
☐ scheduling is inconvenient
☐ don't like programs
☐ no equipment available
☐ other (specify): _____

97

II. AVAILABILITY OF INSTRUCTIONAL TELEVISION (ITV)

(36) 1. Are ITV programs available to you through direct reception in your classroom?

- (1) ☐ YES
- (2) ☐ NO
- (3) ☐ NOT SURE

(37-43) a. If YES, check all the formats available:

- ☐ public station broadcast
- ☐ commercial station broadcast
- ☐ cable television
- ☐ ITFS
- ☐ master antenna
- ☐ closed circuit
- ☐ not sure

(44-48) 2. Are ITV programs available to you in these formats? (check all that apply)

- ☐ film (16 mm)
- ☐ videocassette
- ☐ videotape (reel to reel)
- ☐ not sure
- ☐ none available

(49-52) a. If you checked *videocassette*, please check format(s) available to you.

- ☐ ¼″ U-matic
- ☐ ½″ Beta
- ☐ ½″ VHS
- ☐ not sure

(53) 3. Do you have access to a videotape or videocassette copy of an ITV program for use in your classroom?

- (1) ☐ YES
- (2) ☐ NO
- (3) ☐ NO SURE

4. How frequently do you use each of the following formats?

	ALWAYS (1)	OFTEN (2)	SOMETIMES (3)	RARELY (4)	NEVER (5)
(54) • direct reception in classroom	☐	☐	☐	☐	☐
(55) • film (16 mm)	☐	☐	☐	☐	☐
(56) • videotape (reel to reel)	☐	☐	☐	☐	☐
(57) • videocassette	☐	☐	☐	☐	☐

(58) 5. Which *one* of the following formats is most suitable for your classroom use?

- (1) ☐ direct reception to classroom
- (2) ☐ film (16 mm)
- (3) ☐ videotape (reel to reel)
- (4) ☐ videocassette
- (5) ☐ not sure
- (6) ☐ none available

(Over)

III. USE OF ITV PROGRAMS

(59) 1. How many different series do you use
during the school year? (Include only
those series of which you use more
than half of the programs.)

(1) ☐ 0 (If 0, go to item 2)
(2) ☐ 1
(3) ☐ 2
(4) ☐ 3
(5) ☐ 4
(6) ☐ 5
(7) ☐ more than 5

(C.-61) a. Please write the number of programs
(62-63)   in each series of which you use more
(64-65)   than half of the programs during
(66-67)   the school year.
(68-69)

I use _____ programs in Series 1.
I use _____ programs in Series 2.
I use _____ programs in Series 3.
I use _____ programs in Series 4.
I use _____ programs in Series 5.

(70) 2. On the average, how much time
do you use ITV per week?
(check closest estimate)

(1) ☐ not at all
(2) ☐ less than half hour
(3) ☐ half hour
(4) ☐ one hour
(5) ☐ 2-4 hours
(6) ☐ 5-7 hours
(7) ☐ 8 or more

(71) 3. When did you last use ITV?
(check closest estimate)

(1) ☐ this week
(2) ☐ last week
(3) ☐ last month
(4) ☐ last year
(5) ☐ two or more years ago
(6) ☐ never

(72) 4. Do you think ITV is a valuable teaching
tool?

(1) ☐ definitely yes
(2) ☐ yes
(3) ☐ uncertain
(4) ☐ no
(5) ☐ definitely no

(73) 5. How convenient are the broadcast
schedules for the series you use?

(1) ☐ always convenient
(2) ☐ usually convenient
(3) ☐ sometimes convenient
(4) ☐ rarely convenient
(5) ☐ never convenient
(6) ☐ don't use

I

(80)

(1-9)

6. Below are listed nine titles of ITV series. Please answer items A, B and C.

A. Check if you are familiar with the series (have heard of, read about, seen).
B. Write number of programs in series you use each year (if none, write 0).
C. Check your opinion of the series.

(10-45)

ITV SERIES	A. Check if familiar with series		B. Write number of programs in series used each year		C. Check opinion of series				
					Exc. (1)	Good (2)	Fair (3)	Poor (4)	Not Sure (5)
Ripples	(10)		(11-12)	(13)					
All About You	(14)		(15-16)	(17)					
Inside/Out	(18)		(19-20)	(21)					
Bread and Butterflies	(22)		(23-24)	(25)					
MeasureMetric	(26)		(27-28)	(29)					
Self Incorporated	(30)		(31-32)	(33)					
Contract!	(34)		(35-36)	(37)					
Rights and Responsibilities	(38)		(39-40)	(41)					
Universe and I	(42)		(43-44)	(45)					

2.
(80)
(1-9)

IV. AVAILABILITY OF EQUIPMENT

(10) 1. How do you usually view instructional television? (check one)

(1) ☐ don't use ITV
(2) ☐ on equipment permanently placed in my room
(3) ☐ on equipment moved into my classroom when I need it
(4) ☐ a separate viewing room where I take my class
(5) ☐ other (specify) _____

(11) 2. What kinds of TV sets are made available by the school for your use? (check one)

(1) ☐ black and white
(2) ☐ color
(3) ☐ both black and white and color
(4) ☐ none available
(5) ☐ not sure

(12) 3. How frequently is a TV set (in working order) available when you need it?

(1) ☐ always
(2) ☐ usually
(3) ☐ sometimes
(4) ☐ rarely
(5) ☐ never
(6) ☐ don't use it

102

(Over)

(13) 4. What is the quality of reception on your TV?
- (1) ☐ excellent
- (2) ☐ good
- (3) ☐ fair
- (4) ☐ poor
- (5) ☐ not sure
- (6) ☐ don't use

(14-19) 5. Which of these types of video equipment (record and/or playback) is available for your use? (check all that apply)
- ☐ videotape (reel to reel)
- ☐ ¾" U-matic (videocassette)
- ☐ ½" Beta
- ☐ ½" VHS
- ☐ none (Go to Section V, next page)
- ☐ not sure

For each of the available types of equipment, where are they housed on a regular basis? (check one response for each type of equipment)

	In my classroom (1)	In my building (2)	Centrally located in school system (3)	Not sure (4)
(20) a. videotape (reel to reel)	☐	☐	☐	☐
(21) b. ¾" U-matic (videocassette)	☐	☐	☐	☐
(22) c. ½" Beta	☐	☐	☐	☐
(23) d. ½" VHS	☐	☐	☐	☐

(24) 6. Is video equipment *available* for your use when you need it?
- (1) ☐ always
- (2) ☐ usually
- (3) ☐ sometimes
- (4) ☐ rarely
- (5) ☐ never

(25) 7. Do you use video equipment for recording ITV programs from other sources?
- (1) ☐ very frequently
- (2) ☐ frequently
- (3) ☐ sometimes
- (4) ☐ rarely
- (5) ☐ never

(26) 8. Do you use video equipment for showing programs?
- (1) ☐ very frequently
- (2) ☐ frequently
- (3) ☐ sometimes
- (4) ☐ rarely
- (5) ☐ never

(27-34) a. If you do not use video equipment for showing ITV programs, why not? (check all that apply)
- ☐ no tapes available for recording programs from another source
- ☐ programs I want are not available
- ☐ no equipment available
- ☐ not sure how to use equipment
- ☐ equipment is poor quality
- ☐ too much trouble
- ☐ programs and series not worthwhile
- ☐ other (specify) _____

V. AVAILABILITY OF SUPPORT ITV SERVICES

(35-42)   1.   In your school system, who purchases
          audiovisual materials for your use?
          (check all that apply)

☐ classroom teacher
☐ media specialist
☐ curriculum coordinator
☐ librarian
☐ principal
☐ superintendent
☐ not sure
☐ other _____

(43)   2.   Our school system administrators are very
           supportive of instructional television.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

(44)   3.   Teacher's guides and other print
           materials which accompany ITV series
           are usually available for instructional
           planning.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

(45)   4.   The staff from the instructional
           television agency provides adequate
           training in use of programs.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

(46)   5.   The staff from the instructional television
           agency is helpful in providing information
           on ITV.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

(47)   6.   ITV scheduling decisions are based
           upon teachers' needs.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

(48)   7.   Selection of programs for broadcast is
           based upon teachers' needs.

(1) ☐ strongly agree
(2) ☐ agree
(3) ☐ uncertain
(4) ☐ disagree
(5) ☐ strongly disagree

3
(80)

104

(Over)

VI. PLEASE STATE BRIEFLY WHAT FACTORS WOULD ENABLE YOU TO INCREASE
USE OF INSTRUCTIONAL TELEVISION PROGRAMS.

(Thank You)

PUBLIC AFFAIRS RESEARCH INSTITUTE

141 Linden St., Wellesley, MA 02181

A new video resource — VideoKits — has been made available by your local instructional television (ITV) agency. The Corporation for Public Broadcasting (CPB) is interested in finding out how you feel about instructional television and the VideoKits. Public Affairs Research Institute is currently gathering this information for CPB.

By INSTRUCTIONAL TELEVISION (ITV) we mean to include in-school uses of television programs that are usually broadcast by an ITV station but are also available in other ways such as videotape, videocassette, film, etc.

Please answer the questions as candidly as possible. Your responses will be tabulated by our firm. No individual schools or names will be used in the report. Please mail the whole questionnaire in the enclosed postage-paid envelope within one week.

Thank you for your cooperation. If you would like a summary of the results of this study, please contact your local ITV agency.

(5 6)   JOB TITLE: SCHOOL OR SCHOOL DISTRICT:_____

(7 8)   ADDRESS: CITY:_____STATE:_____

DIRECTIONS FOR COMPLETING QUESTIONNAIRE:

Please check the appropriate space for each item. Fill in additional responses where appropriate. Answer "If..." questions marked a, b, c, etc. *only* if they apply to you. If they do *not* apply to you, go on to the next question.

Ignore all numbers in parentheses; they are for data processing purposes only.

I. BACKGROUND INFORMATION

(10)   1. Is your work primarily for:

        (1) ☐ a single school
        (2) ☐ more than one school
        (3) ☐ the school district as a whole
        (4) ☐ other (specify) _____

        a. If your work is in a *single school*, what is,

(11-12)   • the Number of Teachers? _____

(13-16)   • the Number of Students? _____

(17-20)   b. If you work for *more than one* school or the school district as a whole, how many schools do you serve?

            _____

(21-34)   2. Please check all grade levels you serve.

☐	Preschool	☐	6
☐	Kindergarten	☐	7
☐	1	☐	8
☐	2	☐	9
☐	3	☐	10
☐	4	☐	11
☐	5	☐	12

(35-39)   3. Which description(s) matches your role in each of the following areas? (check all that apply)

        • curriculum policy

        ☐ recommend
        ☐ determine
        ☐ develop
        ☐ have other involvement
          (specify) _____
        ☐ have no involvement

(40-45)   • curriculum materials

        ☐ recommend for purchase
        ☐ select for purchase
        ☐ develop
        ☐ purchase
        ☐ have other involvement
          (specify) _____
        ☐ have no involvement

(46-50)   • audiovisual equipment

        ☐ recommend for purchase
        ☐ select for purchase
        ☐ purchase
        ☐ have other involvement
          (specify) _____
        ☐ have no involvement

• ITV series

☐ recommend
☐ select
☐ purchase
☐ have other involvement
    (specify) _____
☐ have no involvement
☐ ITV not available in schools

II. AVAILABILITY OF INSTRUCTIONAL TELEVISION (ITV)

(57) 1. Are ITV programs available to you through
    direct reception in classrooms?

(1) ☐ YES
(2) ☐ NO
(3) ☐ NOT SURE

(58-64)   a. If YES, check all the formats
      available:

☐ public station broadcast
☐ commercial station broadcast
☐ cable television
☐ ITFS
☐ master antenna
☐ closed circuit
☐ not sure

(65-69) 2. Are ITV programs available to you in
    these formats?
    (check all that apply)

☐ film (16 mm)
☐ videocassette
☐ videotape (reel to reel)
☐ not sure
☐ not available

(70-73)   a. If you checked *videocassette*, please
      check format(s) available to schools.

☐ ¾ " U-matic
☐ ½ " Beta
☐ ½ " VHS
☐ not sure

(74) 3. Do your teachers have the option to
    have an ITV program taped for use
    in their individual classroom?

(1) ☐ YES
(2) ☐ NO
(3) ☐ NOT SURE

(1)
(80)
(1-8)

4. Below are listed nine titles of ITV series. Please mark X in the appropriate box under:

A. Familiarity with series (heard of, read about, or seen) and,
B. Availability to schools from ITV agency, for each of the nine series.

ITV Series		A. Familiarity			B. Availability to schools		
Items		Familiar	Not Familiar		Available	Not Available	Don't Know
Ripples	(10)			(11)			
All About You	(12)			(13)			
Inside/Out	(14)			(15)			
Bread and Butterflies	(16)			(17)			
MeasureMetric	(18)			(19)			
Self Incorporated	(20)			(21)			
Contract!	(22)			(23)			
Rights and Responsibilities	(24)			(25)			
Universe and !	(26)			(27)			

(:0-27)

III. VIDEOKITS

(28-35)

1. How did you learn about the VideoKits? (check all that apply)

☐ mailing from the ITV agency
☐ individual meeting with ITV agency
☐ group presentation, workshop, or meeting with ITV agency
☐ read about in a publication
☐ colleague
☐ teacher
☐ directly from manufacturer
☐ other (specify) _____

(36)

2. Do you select audiovisual materials which are purchased for teacher use?

(1) ☐ YES
(2) ☐ NO

(37-44)

a. If NO, who does select audiovisual materials? (check all that apply)

☐ superintendent
☐ principal
☐ curriculum coordinator
☐ media specialist
☐ librarian
☐ classroom teacher
☐ other (specify) _____
☐ not sure

109

(45) 3. Did you purchase a VideoKit? (1) ☐ YES
(2) ☐ NO

    a. If NO, Why? _____

       (Go to Question 8)
    b. If YES, indicate title of series and how many of each were ordered.

         Title   **Number Ordered**

(46-49) _____   _____

(50-53) _____   _____

(54-57) _____   _____

4. What were your reasons for purchasing the kit?

_____

(58-63) 5. On what basis did you make this selection?   ☐ recommendation of teachers
(check all that apply)   ☐ recommendation of administrator
    ☐ viewership or other local ITV survey
    ☐ needs assessment
    ☐ curriculum needs
    ☐ other (specify) _____

(64-67) 6. Where will the VideoKit(s) be housed?   ☐ individual classrooms
(check all that apply)   ☐ central location within school
    ☐ central location within system
    ☐ other (specify) _____

(68-73) 7. Who will use the kit?   ☐ individual classroom teacher
(check all that apply)   ☐ subject area specialist
    ☐ media director
    ☐ media specialist
    ☐ students for individual learning
    ☐ other (specify) _____

(74) 8. In your opinion, will classroom utilization   (1) ☐ YES
of the series in VideoKit form differ from   (2) ☐ NO
the way in which the series is currently
being used?

    a. If YES, how? _____

_____

(75) 9. Do teachers ask that programs be made   (1) ☐ often
available on videotape, videocassette,   (2) ☐ sometimes
and/or film?   (3) ☐ never

110

(76) 10. In your opinion, which *one* of these   (1) ☐ film (16 mm)
      formats is *preferred* by teachers?   (2) ☐ videocassette
                                                        (3) ☐ videotape (reel to reel)
                                                        (4) ☐ direct reception to classroom

2
(80)
(1-8)

IV. AVAILABILITY OF SUPPORT ITV SERVICES

(10) 1. Our school system administrators are very   (1) ☐ strongly agree
      supportive of instructional television.   (2) ☐ agree
                                                        (3) ☐ uncertain
                                                        (4) ☐ disagree
                                                        (5) ☐ strongly disagree

(11) 2. Teacher's guides and other print   (1) ☐ strongly agree
      materials which accompany series   (2) ☐ agree
      are usually available for instructional   (3) ☐ uncertain
      planning.   (4) ☐ disagree
                                                        (5) ☐ strongly disagree

(12) 3. The staff from the instructional   (1) ☐ strongly agree
      television agency provides adequate   (2) ☐ agree
      training in use of programs.   (3) ☐ uncertain
                                                        (4) ☐ disagree
                                                        (5) ☐ strongly disagree

(13) 4. The staff from the instructional television   (1) ☐ strongly agree
      agency is helpful in providing information   (2) ☐ agree
      on ITV.   (3) ☐ uncertain
                                                        (4) ☐ disagree
                                                        (5) ☐ strongly disagree

(14) 5. ITV scheduling decisions are based   (1) ☐ strongly agree
      upon teachers' needs.   (2) ☐ agree
                                                        (3) ☐ uncertain
                                                        (4) ☐ disagree
                                                        (5) ☐ strongly disagree

(15) 6. Selection of ITV programs for broadcast   (1) ☐ strongly agree
      is based upon teachers' needs.   (2) ☐ agree
                                                        (3) ☐ uncertain
                                                        (4) ☐ disagree
                                                        (5) ☐ strongly disagree

3
(80)

114

V. TRENDS IN INSTRUCTIONAL TELEVISION

1. What are your perceptions of how ITV delivery *will change* over the next five years?

2. What changes would you *like to see* in ITV delivery over the next five years?

3. What are your perceptions of the problems which will affect utilization of VideoKits?

4. Please state briefly what factors would increase use of instructional television in the schools.

(Thank You)

APPENDIX C

Client's Role in Curriculum Materials, ITV
Series and Audio-Visual Equipment

113

Client's Role in Curriculum Materials, ITV Series and Audiovisual Equipment

	Curriculum Materials						ITV Series						Audiovisual Equipment					
	Total		Job Type		School Level		Total		Job Type		School Level		Total		Job Type		School Level	
			Adm.	Media	Elem.	Sec.			Adm.	Media	Elem.	Sec.			Adm.	Media	Elem.	Sec.
	N	%	%	%	%	%	N	%	%	%	%	%	N	%	%	%	%	%
Recommend	52	57	56	56	57	59	55	60	64	68	60	61	56	62	61	72	60	65
Select	50	55	53	60	55	59	23	26	17	48	24	28	54	59	61	39	64	59
Purchase	46	51	54	56	57	48	14	15	15	20	7	24	47	52	51	68	55	52
Other	9	10	9	12	10	11	18	20	20	20	26	13	15	17	15	16	14	17
None	7	8	7	8	10	4	13	14	12	14	24	7	5	6	2	4	7	4

114

APPENDIX D

Utilization of ITV in the Schools

1978-1979

Table Ā. Number of Series Used

Teacher Response	Total (N=1210)		School Level Elem. (N=532)	MS/JH (N=356)	Secondary (N=161)	Type of ITV Delivery Type 1 (N=203)	Type 2 (N=367)	Type 3 (N=637)
	N	%	%	%	%	%	%	%
0	466	39	24	43	60	23	38	44
1	213	18	16	22	13	26	14	17
2	193	16	19	17	13	19	14	16
3	158	13	17	11	8	16	15	11
4	94	8	12	5	3	8	10	6
5	39	3	5	2	2	3	4	3
>5	47	4	7	1	3	5	4	3

Table B. Classroom Time Devoted to ITV Per Week

Teacher Response	Total (N=1268)		School Level Elem. (N=563)	MS/JH (N=370)	Secondary (N=166)	Type of ITV Delivery Type 1 (N=212)	Type 2 (N=383)	Type 3 (N=670)
	N	%	%	%	%	%	%	%
Not at all	412	33	20	34	56	11	31	40
Less than 1/2 hour	239	19	13	24	25	26	14	19
half-hour	199	16	20	16	9	17	17	15
one-hour	257	20	29	17	7	24	22	18
2-4 hours	138	11	16	7	2	17	13	8
5-7 hours	19	2	2	2	1	3	2	-
8 or more hours	4	4	-	1	-	1	0	-

Table C. Last Use of ITV in Classroom

Teacher Response	Total (N=1276)		School Level Elem. (N=560)	MS/JH (N=378)	Secondary (N=171)	Type of ITV Delivery Type 1 (N=220)	Type 2 (N=386)	Type 3 (N=669)
	N	%	%	%	%	%	%	%
This Week	284	22	33	18	5	36	17	21
Last Week	236	18	21	20	11	23	18	17
Last Month	301	24	23	26	25	27	30	19
Last Year	129	10	9	11	13	7	10	11
Two or More Years	117	9	8	10	14	2	9	12
Never	209	16	6	16	33	5	16	20

Table D. Reasons for Never Using ITV

Teacher Response	Total (N=260)		School Level Elem. (N=44)	MS/JH (N=79)	Secondary (N=69)	Type of ITV Delivery Type 1 (N=14)	Type 2 (N=76)	Type 3 (N=170)
	N	%	%	%	%	%	%	%
Not Available	101	39	45		38	36	55	32
Don't Like ITV	29	11	14		17	0	11	12
Inconvenient Scheduling	139	53	61		57	50	37	61
Don't Like Program	28	11	9		12	0	7	14
No Equipment	57	22	36	1o	10	50	17	22
Other	41	16*	20	13	16	21	16	15

*Percents total more than 100 since more than one response could be selected.

116

APPENDIX E

Relationship of Small-Format
Videotape to ITV Utilization

Table A.   Number of Series Used (More than half of programs in a series)

Teacher Response		Total VT* (N=595) NVT** (N=344) N %		School Level Elem. (N=244) (N=217) %	MS/JH (N=203) (N=73) %	Secondary (N=71) (N=28) %	Type of ITV Delivery Type 1 (N=43) (N=143) %	Type 2 (N=154) (N=132) %	Type 3 (N=294) (N=169) %
0	VT	156	26	17	28	42	22	21	31
	NVT	117	34	19	51	86	16	32	40
1-2	VT	240	40	35	51	32	45	35	41
	NVT	109	32	38	29	7	51	30	28
3-4	VT	144	24	31	18	19	25	32	20
	NVT	92	27	34	15	4	21	30	26
More than 4	VT	55	10	17	3	7	9	12	8
	NVT	26	8	8	5	4	12	9	6

*VT - Videotape
**NVT- Non-Videotape

Table B.   Classroom Time Devoted to ITV Per Week

Teacher Response		Total VT* (N=619) NVT* (N=361) N %		School Level Elem. (N=263) (N=227) %	MS/JH (N=207) (N=78) %	Secondary (N=68) (N=29) %	Type of ITV Delivery Type 1 (N=147) (N=46) %	Type 2 (N=157) (N=135) %	Type 3 (N=314) (N=180) %
Not at all	VT	116	19	13	18	35	9	17	24
	NVT	99	27	13	42	83	9	20	38
Less than 1/2 hr.	VT	148	24	15	30	35	29	17	25
	NVT	52	14	12	22	10	26	15	11
1/2- 1 hr.	VT	246	40	46	41	25	39	41	40
	NVT	168	47	61	27	7	46	53	42
2-4 hrs.	VT	90	15	22	8	4	18	19	11
	NVT	39	11	13	6	0	15	13	8
More than 5 hrs.	VT	19	3	4	3	0	5	6	1
	NVT	3	1	1	3	0	4	0	1

*VT - Videotape
**NVT- Non-videotape

Table C. Last Use of ITV in Classroom

Teacher Response		Total VT* (N=624) NVT* (N=364) N %		School Level Elem. (N=258) (N=231) %	MS/JH (N=213) (N=77) %	Secondary (N=71) (N=30) %	Type of ITV Delivery Type 1 (N=154) (N=47) %	Type 2 (N=157) (N=135) %	Type 3 (N=312) (N=182) %
This week	VT	187	30	43	24	9	38	26	28
	NVT	81	22	30	10	0	36	16	23
Last week	VT	138	22	22	24	20	22	24	21
	NVT	76	21	25	16	7	26	18	21
Last month	VT	168	27	21	30	37	28	31	24
	NVT	92	25	27	29	10	28	39	14
Last Year or more	VT	132	21	14	22	34	12	20	27
	NVT	116	32	18	46	83	11	26	41

*VT - Videotape
**NVT- Non-videotape

116

APPENDIX F

Availability, Use, and Opinions
of the AIT Series

Table A. Availability of AIT Series According to Clients

	Total N	Total %	Job Type Adm. %	Job Type Media %	School Level Elem. %	School Level Sec. %
Ripples (N= 69)	47	68	67	78	83	52
All About You (N= 73)	45	62	55	81	67	59
Inside/Out (N= 76)	62	82	78	100	92	71
Bread & Butterflies (N= 78)	62	80	77	95	92	76
MeasureMetric (N= 77)	58	75	69	100	81	70
Self Incorporated (N= 72)	49	68	60	90	77	62
Contract! (N= 58)	6	10	8	14	8	10
Rights and Responsibilities (N= 60)	26	43	42	53	39	48
Universe and I (N= 66)	37	56	56	65	68	47
Total Average	44	63	48	75	67	54

Table B. Average Number of Programs Used in AIT Series by Teachers

ITV Series	Total N	Total Aver.	Elem. N	Elem. Aver.	MS/JH N	MS/JH Aver.	Secondary N	Secondary Aver.	Type 1 N	Type 1 Aver.	Type 2 N	Type 2 Aver.	Type 3 N	Type 3 Aver.
Ripples	60	7.4	54	9.1	3	5.3	1	2	15	8.0	16	7.0	30	7.0
All About You	108	11.1	92	11.8	9	4.2	0	-	16	9.8	61	11.7	31	10.5
Inside/Out	89	10.3	59	9.8	19	9.2	1	4	10	12.2	36	8.5	43	10.8
Bread and Butterflies	49	9.6	29	10.5	13	9.9	1	2	10	6.1	19	9.1	20	11.9
MeasureMetric	57	7.1	26	8.4	23	6.7	2	1.5	10	5.8	9	7.0	38	7.4
Self Incorporated	44	7.3	7	5.7	30	7.3	2	7	19	8.7	5	6.0	20	6.2
Contract!	13	9.2	9	12.6	1	1.0	-	0	0	-	4	8.5	9	9.5
Rights and Responsibilities	19	3.8	1	1	5	3.4	8	3.4	1	1.0	2	7.0	15	3.6
Universe and I	15	7.1	3	1	7	10.9	2	5.5	3	5.8	1	1	11	4.0

Table C. Teacher Opinions of AIT Series in Videokit Form
(Good-Excellent)

ITV Series	Total N	Total %	Elem. %	MS/JH %	Secondary %	Type 1 %	Type 2 %	Type 3 %
Ripples	193	63	75	56	37	75	60	62
All About You	277	73	84	49	40	73	79	65
Inside/Out	280	74	81	70	32	82	76	71
Bread and Butterflies	148	56	62	50	30	66	55	53
MeasureMetric	135	54	61	48	36	61	49	54
Self Incorporated	105	55	52	67	37	81	42	51
Contract!	29	26	36	14	21	13	36	24
Rights and Responsibilities	58	30	30	36	58	36	33	42
Universe and I	47	36	28	50	31	54	14	41