

AN EVALUATION OF TEACHER UTILIZATION OF SELECTED  
EDUCATIONAL MEDIA IN SELECTED  
KANSAS PUBLIC SCHOOLS

by 6791

CARROLL S. ANDERSON

B. A., Nebraska Wesleyan University

---

A MASTER'S REPORT

submitted in partial fulfillment of the

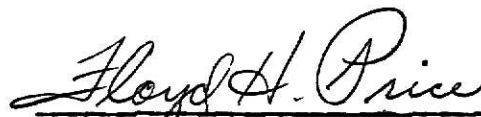
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

  
Major Professor

LD  
2668  
R4  
1971  
A53  
C.2

#### ACKNOWLEDGMENTS

The writer wishes to express special thanks to Dr. Kenneth L. King, without whose knowledge, interest, and understanding, this study would have certainly been impossible.

To Dr. Floyd H. Price, gratitude is expressed, for patience, guidance and encouragement to the writer during this study.

For advice and support in completing this study, Dr. C. W. Hubbard deserves special thanks.

Thanks to the Kansas State Department of Education for their support in advancing this study by assisting in duplicating the instrument and letters necessary to complete an activity of this kind. Special thanks to Mr. Karl Hempsted and Mr. Warren Bell for their enthusiasm and support.

## TABLE OF CONTENTS

	Page
CHAPTER I . . . . .	1
CHAPTER II . . . . .	7
CHAPTER III . . . . .	13
CHAPTER IV . . . . .	17
CHAPTER V . . . . .	26
BIBLIOGRAPHY . . . . .	31
APPENDIX A--UTILIZATION CHECKLIST . . . . .	33
APPENDIX B--COVER LETTER TO TEACHERS . . . . .	48

## CHAPTER I

### INTRODUCTION

The purpose of Chapter I was to define the problem and to state the purpose of the study. Included in this part of the design were a background of the study, a statement of the problem, the need for the study, the scope and limitations of the study, a definition of the terms and a summarization of the procedures and reasons for the investigation.

#### Background of the Study

Enter any classroom in the United States, and one will find a wide variety of methods and means of communicating information to the students. In some classrooms only the bare minimum of electrically powered equipment is available, in some, nothing has been spared to bring the latest of equipment and innovations into use. Investigating classrooms within the same community, one can find vast differences in physical facilities. To cite one example in Kansas, this writer found that in one school there was only one double electrical outlet per classroom. In another school within the same community, sufficient power outlets were available so that extension cords were not necessary and placement of equipment for maximum convenience was excellent.

This problem not only exists in Kansas, but also in communities all over the United States. Because of these physical limitations in the classrooms, it is reasonable to expect that teachers make special effort in maximizing the educational media they do have at their disposal. Moreover, as local school officials provide new facilities and equipment, teachers should



avail themselves of this improvement and make extended effort to use the equipment and materials in the classroom.<sup>1</sup>

Events of the past 20 years have given new impetus to administrators to do as much as possible to enhance the learning experiences in their schools. After World War II, the celebrated baby boom created crowded classrooms and the federal government began funding building programs, experimental teaching methods, and the use of television in the classroom. Sputnik, in 1957, proved to be the real motivator of interest at the federal level. Federal aid to education was facilitated through the enactment of the National Defense Education Act in 1958. This legislative act provided funds for such things as: programs to improve instruction in the hard sciences, foreign languages, guidance counseling and counselor training programs. It also funded programs to develop audio-visual media services and facilities. Other acts by Congress extended and advanced the funding for educational programs.<sup>2</sup>

Basic to all the physical facilities, equipment and materials, it is the teacher who must utilize those best methods and media available to create an effective and valuable learning experience for the student. It was in this light that this study was undertaken.

#### Statement of the Problem

This study was undertaken to determine the level of use of educational media by a select group of teachers in Kansas public schools within a 50-mile radius of Kansas State University, Manhattan, Kansas.

---

<sup>1</sup>Carlton W. H. Erickson, Fundamentals of Teaching With Audio-visual Technology (New York: The Macmillan Company, 1965), p. 323.

<sup>2</sup>James W. Brown, Richard B. Lewis, and Fred F. Harclerod, AV Instruction: Media and Methods (New York: McGraw-Hill Book Company, 1969) p. 5.

### Need for the Study

In a review of the literature, it was found that no study for determining the use of educational media in Kansas had been made. The only activity that was found to shed any light on the subject was in the Annual School Principal's Report conducted by the Kansas State Department of Education. This report, as applies to educational media, contains two sections which report the annual inventory of audio-visual equipment and materials in the school buildings throughout the state. The reports are used as a basis for accreditation and for financial reporting to the legislature. They are also used as a basis for federal funding under Title II of the Elementary and Secondary Education Act of 1965.<sup>3</sup>

An inventory of this nature does not, however, indicate any level of utilization. It only serves to show how much equipment and materials are available for teacher use. Studies in neighboring states have been conducted and have shown need for further study in their situation.<sup>4</sup> Any recommendations and implications for activity of this nature beyond this report will be discussed in Chapter V.

### Scope and Limitations

This study was limited to nine major aspects of educational media related to utilization. The seven school districts included are publicly supported. Private schools and schools operated by the federal government were not included.

---

<sup>3</sup>Annual School Principal's Report (on file at State Department of Education, Topeka, Kansas) October 1, annually.

<sup>4</sup>Kenneth Lee King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools" (unpublished Ed. D. dissertation, University of Oklahoma, 1969).

A listing of the nine aspects of the study follows:

1. General Information
2. Educational Television
3. Teaching Machines and Programmed Learning Materials
4. Recordings
5. Opaque Materials
6. Overhead Transparencies
7. Slides
8. Filmstrips
9. Motion Picture Films

A complete description of the major aspects of the study and the instrument used to elicit the responses will be discussed in Chapter III of this report.

#### Definition of Terms

Educational Media includes all non-book materials which may be used for teaching and learning purposes and the equipment necessary for the use of the materials.

Evaluation refers to the appraisal of an educational media program by making value judgments based on established criteria which relate to specific elements of the program.

Public school systems refers to school systems which are supported by public funds.<sup>5</sup>

Unified school district refers to public school systems that have been consolidated within a specified geographical area.

Utilization refers to the use of educational media in teaching.<sup>6</sup>

---

<sup>5</sup>Ibid.

<sup>6</sup>ibid.

### Procedure

The survey method was used in this study. Borg writes that, "The major purpose of descriptive research in education is to tell 'what is' . . . Among the various methods of descriptive research, the questionnaire survey is by far the most widely used in education. The questionnaire survey can be a very valuable technique in helping us to understand the current situation in some particular educational area."<sup>7</sup>

The plan used to facilitate this study required several activities: (1) the acquisition of a validated instrument, (2) administering the instrument to selected teachers in the geographical limits of the study, and (3) analysis and evaluation of the survey to determine the level of usage of educational media by the selected teachers.

Financial support for conducting this study was provided in part by the State Department of Education. This body duplicated the instruments and letters sent to the teachers participating in the study.

The checklist by Totten and Fulton revised by King for evaluating the use of educational media by teachers was used to collect the data to determine the levels of utilization of educational media.<sup>8</sup>

Evaluative judgments on the instruments were given only in strengths and weaknesses. No attempt was made to assign any degree of strength or weakness.

---

<sup>7</sup>Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc. 1963) pp. 202 and 204.

<sup>8</sup>Herman L. Totten and W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media" (Unpublished research report, University of Oklahoma, 1966).

### Summary of Organization

Chapter I was a general description of the study. It included the background, statement of the problem, need, scope, limitations and organization of the study. It also defined terminology used throughout the report.

Chapter II was a review of the related research. It contained reviews of historical and geographical significance to this study.

Chapter III described the procedures used to collect, analyze and evaluate the data used in solving the problem.

Chapter IV described the findings of the research. Included were analysis and evaluation of educational media utilization practices by teachers in the selected Kansas schools. Descriptions of the level of utilization and evaluation of each element were included within the scope of the study.

Chapter V was the general summary of the study. It included the major findings, implications of the study, conclusions based upon the findings, and recommendations for improving educational media activities not only in the area studied, but also for the State of Kansas.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

If one can accept the premise that learning causes a change in behavior, one must then accept the fact that certain kinds of teaching tools assist in causing such changes. Studies of teaching tools, or perhaps more effectively defined as learning tools, have been abundant. Research concerning specific types of learning tools, including educational media, abounds in terms of reports on file in libraries throughout this country. The amount of research on these tools indicated their importance in education. Much of this research was found not to be pertinent to this study; however, there are pieces of research that help to put this study in its proper perspective.

The purpose of Chapter II was to review the literature which appeared to be significant in relation to this study. This review was organized with two things in mind; first, that the threads of historical research show development of educational media utilization and secondly, that studies at different levels of government have significance for this study. The studies reviewed were conducted from 1957 to 1969 with first studies reported in 1961. The order in which the selected research appeared is as follows: historical, national, and state studies. A summarization and statement of findings follows the presentation of the literature.

The National Education Association sponsored a study on the development of instructional technology in American education. This study was directed by Finn and completed in 1962. There were three major divisions and as many separate papers. The first paper traced the development of educational technology from its early beginnings (1650) through the end of the 19th century.

The emphasis was on the period from 1800 to 1900.<sup>1</sup> Although there were little or no devices of audio-visual equipment as we know them, the second paper did show the development of technologies as pictorial and graphic arts, projected still pictures, motion pictures, auditory media, television and teaching machines. This second report covered the period from 1900 to 1930.<sup>2</sup>

The third study had much more significance to this review in that it covered the quantitative aspects of media from 1930 to 1960. Items of equipment were considered one category of growth of instructional technology in American education. Those items of equipment selected for the analysis of growth patterns were items of equipment commonly used for instruction in schools and colleges. They included: motion picture equipment, still-picture projection equipment, sound equipment, and broadcast reception equipment. Analysis of published and unpublished reports, a confidential survey of the audio-visual industry, coordination with the Godfrey Study, consultation with knowledgeable individuals and the process of estimation were the bases for the development of growth curves presented in the report.<sup>3</sup>

A survey to determine the amount of audio-visual materials and equipment available and needed for the spring of 1961 was directed by Godfrey. The report of this survey, published in 1963, used data collected from 2,927 of the 35,482 elementary and secondary school districts in the United States. Twenty types of materials and equipment were analyzed as to the availability and need. Ownership of materials and equipment were also analyzed. It was found that

---

<sup>1</sup>James D. Finn and Lee E. Campion, "Technology in American Education 1650-1900" (Washington, National Education Association, 1962).

<sup>2</sup>\_\_\_\_\_, and others, "History of Instructional Technology II--The Technical Development of New Media" (Washington, NEA, 1962).

<sup>3</sup>\_\_\_\_\_, and others, "Studies in the Growth of Instructional Technology, I--Audio-visual Instrumentation for Instruction in the Public Schools, 1930-1960, A Basis for Take Off" (NEA, 1962).

almost all of the schools surveyed had one or more of the four basic equipment items--16mm sound motion picture projector, record player, slide-filmstrip projector and tape recorder. Materials ownership showed that the filmstrip was the most commonly held item, in terms of numbers. This study is the one with which Finn's third study was coordinated.<sup>4</sup>

Godfrey, directing a second study in 1962, surveyed 11,000 educational personnel in 247 public school districts. The questionnaires used were designed to elicit information concerning facilities, uses and opinions about media programs in the district. The findings in this survey revealed that 66% of the respondents had used some audio-visual materials, that the type of school and the subjects taught were critical variables in the use of audio-visual materials, that elementary teachers used more audio-visual materials than secondary teachers but had less equipment with which to work, and that administrators were more inclined to expand audio-visual programs than teachers.<sup>5</sup>

In 1964, Godfrey directed a follow-up study to determine the changes made in availability, need, and use of audio-visual equipment and materials. Under this study, questionnaires were sent to superintendents of 238 school districts of various sizes across the country. She found a general trend toward greater use. It was also indicated that the more equipment that was available the greater the use and that differences between those that had and those that did not were accentuated.<sup>6</sup>

---

<sup>4</sup>Eleanor P. Godfrey, Audiovisual Equipment and Materials in U. S. Public School Districts--Spring 1961 (Washington, D. C.: Bureau of Social Science Research, Inc., 1963).

<sup>5</sup>Eleanor P. Godfrey, Audio-Visual Programs in the Public Schools (Washington, D. C.: Bureau of Social Science Research, Inc., 1964).

<sup>6</sup>Eleanor P. Godfrey, Audio-Visual Media in the Public Schools, 1961-1964--A Profile of Change (Washington, D. C.: Bureau of Social Science Research, Inc., 1965).



Wayne and Kingsbury, in 1964, surveyed 8,000 teachers to determine the factors which influenced the employment of audio-visual materials in the classroom. This study bares significance to this study, because it gave some insight into the areas that motivate teachers to use audio-visual materials. They found that there was no difference in use of audio-visual materials as related to the size of the school district, the years of teaching experience, or whether the teacher's degree was in education or another area of specialization. They did find increased use in those areas where there was in-service training, or that the individual teacher had completed a course in audio-visual instruction. They also found that men used audio-visual materials more than women. The larger the school, it was found, tended to encourage greater utilization of audio-visual materials.<sup>7</sup>

At the state level, Knowlton, in 1963, conducted a study to obtain data which would encourage more extensive use of audio-visual materials in high schools in Indiana. He found that teacher attitude toward the use of films did not relate to the use of audio-visual aids in general and that particular subjects taught were an important factor in using audio-visual aids. This study reinforces the findings of Godfrey in the study of audio-visual programs conducted in 1962.<sup>8</sup>

Of the highest significance to this study was the problem undertaken by King in 1969. His study sought to determine the relationship of audio-visual programs and teacher utilization of educational media. One of the instruments used by King was used in this study to elicit responses. Of the 460 school

---

<sup>7</sup>Ivor Wayne and Nancy Kingsbury, Factors Associated with Use of Audio-Visual Media by Teachers in Elementary and Secondary Schools (Washington, D. C.: Bureau of Social Science Research, Inc., 1964).

<sup>8</sup>James Q. Knowlton, Studies of Patterns of Influence in the School Situation as They Affect the Use of Audio-Visual Materials (Bloomington: Indiana University, Division of Educational Media, 1963).

districts in Oklahoma surveyed, 245 teachers responded. Teachers in this study supplied information that provided the basis for the following conclusions:

1. Larger school systems appeared to be more adequately equipped in their media programs than the smaller school systems.
2. In-service education in the use of educational media was generally not provided in schools with enrollments of less than 5,000.
3. Opportunities for the use of educational television and the video tape recorder were generally inadequate in the Oklahoma public schools.
4. The use of teaching machines and programmed learning in the Oklahoma public schools appeared generally strong in the enrollment size category of 10,000 to 19,999, but generally weak in all other enrollment size categories.
5. Opaque materials were not generally used in the Oklahoma public schools with enrollments of 10,000 or less.
6. The public schools did not generally use slides in instruction in any of the enrollment size categories.
7. The use of silent cartridge films for instruction appeared generally weak in all of the enrollment size categories.
8. The data indicated that a positive relationship exists between well-established educational media programs and teacher utilization of educational media.<sup>9</sup>

Throughout the review of related literature, historical, national and regional studies have indicated (1) that educational media had shown significant increases in use and (2) that there were relationships and influences that affected the use of educational media. This study reflected those same influences,

---

<sup>9</sup>Kenneth Lee King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools" (unpublished Ed. D. dissertation, University of Oklahoma, 1969).

but with the added dimension that the teachers polled were within close proximity to a major university, and that they were directly involved with the university in that they were all assisting in the training of student teachers. Chapter III showed this condition under the heading of sample population.

## CHAPTER III

### METHODS

The purpose of Chapter III was to describe the methods used in selecting a sample, collecting data, procedures for analyzing and evaluating the data. It also established the criteria used that influences the information of value judgments.

This study was undertaken to determine the level of use of educational media by a select group of teachers in Kansas public schools. The criteria used to establish this select group of teachers was a set of requirements that each teacher selected must have filled. The requirements were: (1) that the teacher used must be a cooperating teacher in the student teacher program of the College of Education at Kansas State University; (2) that the teacher selected must not have participated in the student teacher training program the semester immediately preceeding the spring of 1971 semester; (3) that the school at which the teacher was working was within a 50-mile radius of Kansas State University; and (4) that the teacher must have had a student teacher under his supervision at the time the study was conducted (spring of 1971).

The unified school districts located within the 50-mile radius numbered seven. Each district was chosen to represent various sizes in student population. The range in total enrollment in individual schools ran from 1,210 to 46 students.

The sample size was 142 teachers which included 73 elementary teachers and 69 secondary teachers. Special permission to conduct the study within the school districts was granted by telephone conversations with each superintendent and each call was followed by a letter outlining the study and copies of the cover letter to the teachers and the instrument were included.

Totten and Fulton's Utilization Checklist, revised by King, was used to collect data needed to evaluate the extent to which educational media was used in teaching in the selected unified school districts in the study. It was also used to analyze the judgments of teachers relative to how well they were using educational media and to determine the availability of media to the teachers.

The Evaluative Checklist for Evaluating the Use of Educational Media (to henceforth be referred to as the Utilization Checklist) was developed by Totten and Fulton and revised by King for use in a doctoral study at the University of Oklahoma. The jury method was used in the construction of the checklist. Data regarding the validity of the criteria and the utilization checklist are given in the dissertation in which they were developed.<sup>1</sup>

The Utilization Checklist was used to draw responses from the selected teachers regarding the use of nineteen media program elements included in the scope of this study. Each item in the Utilization Checklist consisted of descriptions of four ranges of educational media utilization. The description of the "non-usage" range of media utilization (1 to 3) referred to a situation in which no criteria was met and no apparent utilization of media was made in teaching. The "non-usage" range was categorized as being in the "weak" section of the utilization profile sheet found in Chapter V. The description of the "lower" range of media utilization (4 to 6) represented usage that falls far below the criteria relating to proper utilization. The description of the "middle" range of media utilization (7 to 9) represented usage that falls below the criteria relating to proper utilization. The description of the "upper"

---

<sup>1</sup>Herman Lavon Totten, "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited American Graduate Library Schools" (unpublished Ph. D. Dissertation, University of Oklahoma, 1966), pp 20-62.

range (10 to 12) represented optimum criteria by which the particular element of usage was judged. The following is a sample item from the Totten and Fulton Utilization Checklist, revised by King.

Dissemination of Information by Educational Television

- |    |    |    |   |
|----|----|----|---|
| 1  | 2  | 3  | In my teaching situation, educational television is never used to disseminate information.        |
| 4  | 5  | 6  | In my teaching situation, educational television rarely is used to disseminate information.       |
| 7  | 8  | 9  | In my teaching situation, educational television is occasionally used to disseminate information. |
| 10 | 11 | 12 | In my teaching situation, educational television is often used to disseminate information.        |

The formulation of evaluative judgments relative to the Utilization Checklist was developed from the data that were returned by the respondents in the selected group of teachers. An evaluative judgment was made for each of the nineteen utilization elements in regard to criteria by which each element was evaluated for media utilization.

Utilization of media within the area studied was judged to be relatively weak in regard to criteria by which each element was evaluated if more respondents judged utilization as being in either the non-usage or lower ranges, than in the middle or upper ranges of the Checklist.

The utilization was judged as neither weak nor strong in regard to the criteria by which each element was evaluated if more respondents judged utilization as being in the middle range rather than in the non-usage, lower or upper ranges of the Checklist.

Utilization was judged as being relatively strong in regard to the criteria by which each media utilization element was evaluated if more respondents judged it as being in the upper range rather than in the non-usage, lower or middle ranges on the Utilization Checklist.

An analysis was made by taking an average of each individual response by each respondent for each individual element on the Utilization Checklist. From this analysis a composite profile was made. This profile appeared in Chapter V of this report.

## CHAPTER IV

### FINDINGS

The purpose of this chapter was to describe the analysis techniques and to indicate the major findings of the research. Since this report was a survey of the use of educational media in elementary and secondary schools in a rather small area in Kansas, it can only be considered in the light of this limitation.

The analysis technique used for arriving at some indication as to how educational media was being used was the averaging method. Each response from the returned questionnaires was tallied and then each of the several categories within the items was averaged.

To determine, for instance, where the average responses fell in a category, each point on the continuum from 1-12 was multiplied times the number of responses at that point. The products were then totaled and divided by the total number of responses. This method was used to find the points on the composite profile for the items of response.

Of the 142 teachers contacted, 105 returned the questionnaire revealing a 74 percent return. This was accomplished without the benefit of a follow-up letter.

The nine major aspects of the Educational Media Checklist contained 19 educational media elements relating to the commitment of the selected Kansas public school teachers toward the use of Educational Media. An evaluation of the nineteen elements was presented here. The percentages of responses within each of the four ranges of media adequacy, non-usage, lower, middle and upper, appeared in the composite Table 1 on page 25.

The evaluation of the educational media utilization in instruction for all elements was based on criteria developed by Totten and Fulton. These criteria



were used as a basis for developing the Utilization Checklist used in this study. The criteria and checklist which were developed by Totten and Fulton and revised by King appeared in Appendix A.

Each element of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a teacher met the criteria relating to commitment to the role of educational media adequacy.

#### Evaluation of Educational Media Utilization in Instruction

The General Section of the Utilization Checklist contained two educational media utilization elements relating to the commitment of the selected Kansas public school teachers toward the use of educational media.

##### Element General-A: The Role of Educational Media in Instruction

The Data. The composite table indicated that there were no responses in the non-usage range, 1.9 percent in the lower range, 56.1 percent in the middle and 42 percent in the upper range of media utilization.

Evaluation. The data revealed that 105 teachers responding were neither weak nor strong in their commitment to the role of educational media in instruction.

##### Element General-B: Provisions for In-Service Education in the Use of Educational Media

The Data. The composite table indicated that 10.5 percent of the respondents judged their situations as being in the non-usage range. The lower range showed 38.1 percent, 44.8 percent in the middle range and 6.6 percent in the upper range.

Evaluation. The data indicated that responding teachers judged their situation as generally weak in the commitment of teachers to the provisions for in-service education in the use of educational media.

### Evaluation of Educational Television

Section One of the Utilization Checklist contained four elements relating to the commitment of the teachers in the selected Kansas public schools toward educational television.

#### Element I-C: Use of Educational Television to Reach Widely Dispersed Audiences

The Data. Eighty-seven percent of the responses shown in the composite table were found in the non-usage range, 11.5 percent in the lower and 1.5 percent in the middle ranges. There were no responses to this item in the upper range.

Evaluation. Revealed in the data presented teachers judged the use of Educational Television to reach widely dispersed audiences as generally weak.

#### Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder

The Data. The table indicated that 32.5 percent of the responses were in the non-usage range, 47.5 percent in the lower range and 20 percent in the middle range. The upper range reflected no response in that area.

Evaluation. The figures shown in the table revealed that teachers felt the use of television video tape recordings for self-evaluation was generally weak in their situations.

### Evaluation of Teaching Machines and Programmed Learning Materials

In Section Two of the Utilization Checklist, two elements were found relating to the commitments of teachers to the use of teaching machines and programmed learning materials in the selected Kansas public schools.

Element II-A: Use of Teaching Machines and/or Programmed  
Learning Materials in the Immediate  
Reinforcement of Subject Matter

The Data. The data showed that of the 105 responses, 28.5 percent were located in the non-usage range, 22 percent in the lower range. The middle range revealed 27.5 percent and the upper range 22 percent.

Evaluation. The respondents judged the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter as generally weak.

Element II-B: Use of Teaching Machines and/or Programmed  
Learning Materials in Learning Routine  
Skills and Factual Information

The Data. It was found in the table that 30.5 percent of the responses were in the non-usage range, 24 percent in the lower range while the middle and upper ranges showed 27.5 percent and 18 percent, respectively.

Evaluation. In learning routine skills and factual information through the use of teaching machines and/or programmed learning materials, the respondents judged the situation as generally weak.

Evaluation of the Use of Recordings

Section Three of the Utilization Checklist dealt with three elements regarding the commitment of teachers toward the use of recordings in instruction.

Element III-A: Use of Recordings to Enliven, Enhance and  
Vivify Impressions of Materials

The Data. The table indicated that of the 105 responses, 6.5 percent and 11.5 percent were judged in the non-usage and lower ranges, respectively. The middle range showed 48.5 percent and 33.5 percent in the upper range.

Evaluation. The data reflected that the selected teachers judged the use of recordings to enliven, enhance and vivify impressions to be neither weak nor strong.

Element III-B: Use of Recordings to Provide Realistic Musical  
and Unique Narrative Experiences, to Capture  
Original Sounds, and to Overcome Barriers  
of Time and Distance

The Data. The composite table showed that 18 percent of the 105 respondents judged their situation in the non-usage range and 16 percent in the lower range. Forty-one percent judged in the middle range and 25 percent in the upper range of media utilization.

Evaluation. The data revealed that the responding teachers judged the use of recordings to provide realistic musical and unique narrative experiences, to capture original sounds and to overcome barriers of time and distance, to be neither weak nor strong.

Element III-C: Use of Tape Recordings for Self-Evaluation and  
Improvement, and the Reporting of  
Prerecorded Information

The Data. The table showed that 23 percent of the responses to this element fell into the non-usage range, 35 percent in the lower range, 33 percent in the middle range and 10 percent in the upper range.

Evaluation. The data showed that the 105 respondents judged their situation regarding Element III-C as generally weak considering the 57 percent in this area.

Evaluation of Opaque Materials

In Section IV of the Utilization Checklist, two elements were considered relating to the commitment of teachers toward the use of opaque materials in instruction.

Element IV-A: Use of Opaque Materials for Non-Transparent Materials  
to be Used for Group Observation and Economy of Time

The Data. The composite table showed that 24 percent of the responses were found in the non-usage range. The lower and middle ranges showed 35 and 30.5 percent, respectively. The upper range showed 10.5 percent.

Evaluation. The data revealed that the selected Kansas teachers judged their situations as generally weak pertaining to the use of opaque materials for non-transparent materials to be used for group observation and economy of time.

Element IV-B: Use of Opaque Materials to Enlarge Small Size Still  
Pictures and to Project Three Dimensional Objects

The Data. Of the 105 responses shown in the composite table, twenty-five and five tenths percent were located in the non-usage range. The lower range showed 24 percent, the middle range 35 percent and 15.5 percent in the upper range.

Evaluation. Although the middle range showed 35 percent, the combined percentages in the non-usage and lower ranges reflected that the respondents judged their situations as generally weak.

Evaluation of Overhead Transparencies

Section V of the Utilization Checklist contained one educational media utilization element relating to the commitment of the selected Kansas public school teacher to the use of overhead transparencies.

Element V-A: Use of Overhead Transparencies to Show Development  
of Whole from Parts or the Cumulative Growth of a  
Whole, to Write on Projection Material at the  
Time of Projection, or to Present Illustrations  
While the Teacher is Facing the Class

The Data. The table reflected 10.5 percent in the non-usage range. The lower range showed 12.5 percent, the middle at 37 percent and forty percent in the upper range.

Evaluation. The data indicated that the selected teachers for this study judged their situation as neither weak nor strong in the use of overhead transparencies.

### Evaluation of Slides

Section VI of the Utilization Checklist contained one educational media utilization element regarding the commitment of the selected Kansas public school teachers to the use of slides.

Element VI-A: Use of Slides for Reduction in Size for Easy  
Storage and Retrieval and to Document  
Field Trips and Laboratory Experiments

The Data. The table showed that 44.5 percent judged their use of slides in the non-usage range. The lower range showed 25.5 percent. Within the middle and upper ranges the table showed 20 and 10 percent, respectively.

Evaluation. The respondents judged their use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiences as generally weak.

### Evaluation of Filmstrips

Section VII of the Utilization Checklist contained one educational media element relating to the commitment of teachers to the use of filmstrips in instruction.

Element VII-A: Use of Filmstrips for Photographs of a Sequential  
Nature and for Discussion of Individual Frames

The Data. The composite table reflected 4.5 percent of the responses were in the non-usage range and 8.5 percent in the lower range. Twenty-five percent were found in the middle range and 62 percent in the upper range of utilization.

Evaluation. The data revealed here that the respondents considered this element generally strong due to the evidence shown in the upper range of the table.

### Evaluation of Motion Picture Films

Section VIII of the Utilization Checklist contained three educational media utilization elements regarding the commitment of teachers toward the use of motion picture films.

#### Element VIII-A: Use of Motion Picture Films to Enhance Lecture, to Provide Motivation and for Effective Presentation of Material

The Data. The composite table reflected that 3 percent of the responses were in the non-usage range of utilization. The lower range showed 17 percent, the middle range 43.5 percent and the upper range was 36.5 percent.

Evaluation. The respondents to the questionnaire judged their situations as neither weak nor strong.

#### Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization

The Data. The non-usage range of the table showed 12.5 percent, while the lower range revealed 26.5 percent. Tabulation of data in the middle range showed 35 percent and the upper range twenty-six percent of the responses.

Evaluation. This element of the Utilization Checklist drew judgmental responses from the participants in the study as being neither weak nor strong.

#### Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production

The Data. The composite table on the following page showed that 78 percent of the responses fell into the non-usage range. The lower, middle, and upper ranges show 14.5 percent, 6.5 percent and 1 percent, respectively.

Evaluation. The respondents generally agreed that the use of eight millimeter cartridge films was weak in their situation.

## COMPOSITE TABLE

PERCENTAGE OF RESPONSES WITHIN THE NON-USAGE, LOWER  
MIDDLE AND UPPER RANGES ON EDUCATIONAL MEDIA UTILIZATION

Media Utilization Element		Non-Usage %	Lower %	Middle %	Upper %
General	A	0	1.9	56.1	42
	B	10.5	38.1	44.8	6.6
Section	I-A	65	25	9	1
	I-B	54	26	20	0
	I-C	87	11.5	1.5	0
	I-D	32.5	47.5	20	0
Section	II-A	28.5	22	27.5	22
	II-B	30.5	24	27.5	18
Section	III-A	6.5	11.5	48.5	33.5
	III-B	18	16	41	25
	III-C	22	35	33	10
Section	IV-A	24	35	30.5	10.5
	IV-B	25.5	24	35	15.5
Section	V-A	10.5	12.5	37	40
Section	VI-A	44.5	25.5	20	10
Section	VII-A	4.5	8.5	25	62
Section	VIII-A	3	17	43.5	36.5
	VIII-B	12.5	26.5	35	26
	VIII-C	78	14.5	6.5	1

Source: Utilization Checklist



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter was to summarize the findings of the study undertaken and to draw some conclusions relative to those findings.

Referring back to Chapter III, the description of the various categories from weak to strong, the relative position of educational media utilization was made fairly clear. The data led one to suspect that generally the use of educational media in the scope of this study was weak. The data showed that of the 19 elements of educational media utilization studied, six could be classified as neither weak nor strong, one as strong and the remaining 12 elements in the weak classification. Those elements in the weak classification were:

- In-Service Education in the Use of Educational Media
- Dissemination of Information by Educational Television
- Current Events Depicted by Educational Television
- Educational Television for Wide Audiences
- Video Tape Recorder for Self-Evaluation
- Teaching Machines for Immediate Reinforcement
- Programmed Learning of Skills and Facts
- Tape Recordings for Self-Evaluation
- Use of Opaque Materials in Instruction
- Use of Opaque Materials for Enlargement
- Use of Slides in Instruction
- Silent Cartridge Films for Use in Instruction

The six elements falling into the classification as being neither weak nor strong were:

The Role of Educational Media in Instruction

Recordings to Enliven Materials

Recordings to Provide Realistic Experiences

Use of Overhead Transparencies

Motion Picture Films for Enrichment of Material in Instruction

Motion Picture Films for Instruction

The one element that reflected a strong position in its utilization in instruction was found to be the filmstrip.

The data revealed through this study that teachers responding to this study judged they were not making maximum use of the educational media available to them. The responses reflected that in most cases the equipment may have been available since all elements studied had some percentage of use. This does not say that all of the schools were fully equipped.

The statement above would lead one to suspect that the in-service training was not as effective as it could have been or that there was not enough motivation to generate more activity in that area. This writer has found through experience that there was a reluctance to use equipment and methods that were not familiar or seemed too complicated to try. Training is one way to overcome this kind of reluctance.

### Conclusions

The composite profile at the end of Chapter V reflected some conditions that would imply the following:

1. The elements judged as strong or neither weak nor strong were those forms of educational media that were pre-prepared and readily available either within the school district or from agencies handling those materials.

2. The elements involving self-evaluation were judged as weak, indicating a need for further implementation of these forms to help in improving effectiveness of teaching.

3. The role of educational media was judged as neither weak nor strong, but the in-service education in the use of educational media was judged as weak. This would indicate that the teachers polled recognized the importance of educational media and also recognized the need for further training.

4. Educational television in all four elements was judged as generally weak. This form of media in instruction, and for self-evaluation was not a part of the educational scene until recent years and should be considered for greater potential in the future. The high cost for this equipment may have an influence on its availability.

5. Although the silent cartridge motion picture was developed in 1965, it had not reached extensive use in the group polled by this study. This reflected the fact that the wide range of motion pictures generally had not developed in the silent cartridge film category. If it had, this element could conceivably have been included in conclusion #1 above.

#### Recommendations

A. This study has reflected the level of use of educational media in a small geographical area and a rather narrow range of schools in enrollment size. This limited any generalizations that could have been applied to the State of Kansas. It was, therefore, recommended that this study be expanded to a state-wide study so that broader implications and conclusions could be drawn.

B. Further education of classroom teachers in the use of a wider variety of educational media was not only reflected by this study, but also by studies conducted as described in Chapter II. Several needs follow:

1. Teachers in the classroom should seek out the extensive types of equipment and material available to them. Interested teachers should provide leadership in this activity.

2. In-service training should be more strongly implemented and up-graded in the local school district.

3. Colleges and Universities should make available and publicize instruction in the use of educational media for credit or audit throughout the state.

4. Greater emphasis and co-ordination of educational media activities should be implemented by school administrators and boards of education.

5. Refresher courses for those who have had audio-visual training, and help them keep up to date on current innovations in the field, should be made available by the colleges and universities and the local districts.

6. The State Department of Education can greatly enhance the use of educational media by its continued support and emphasis. Recent changes in certification requirements for teachers provides a healthy step in the greater utilization of educational media.

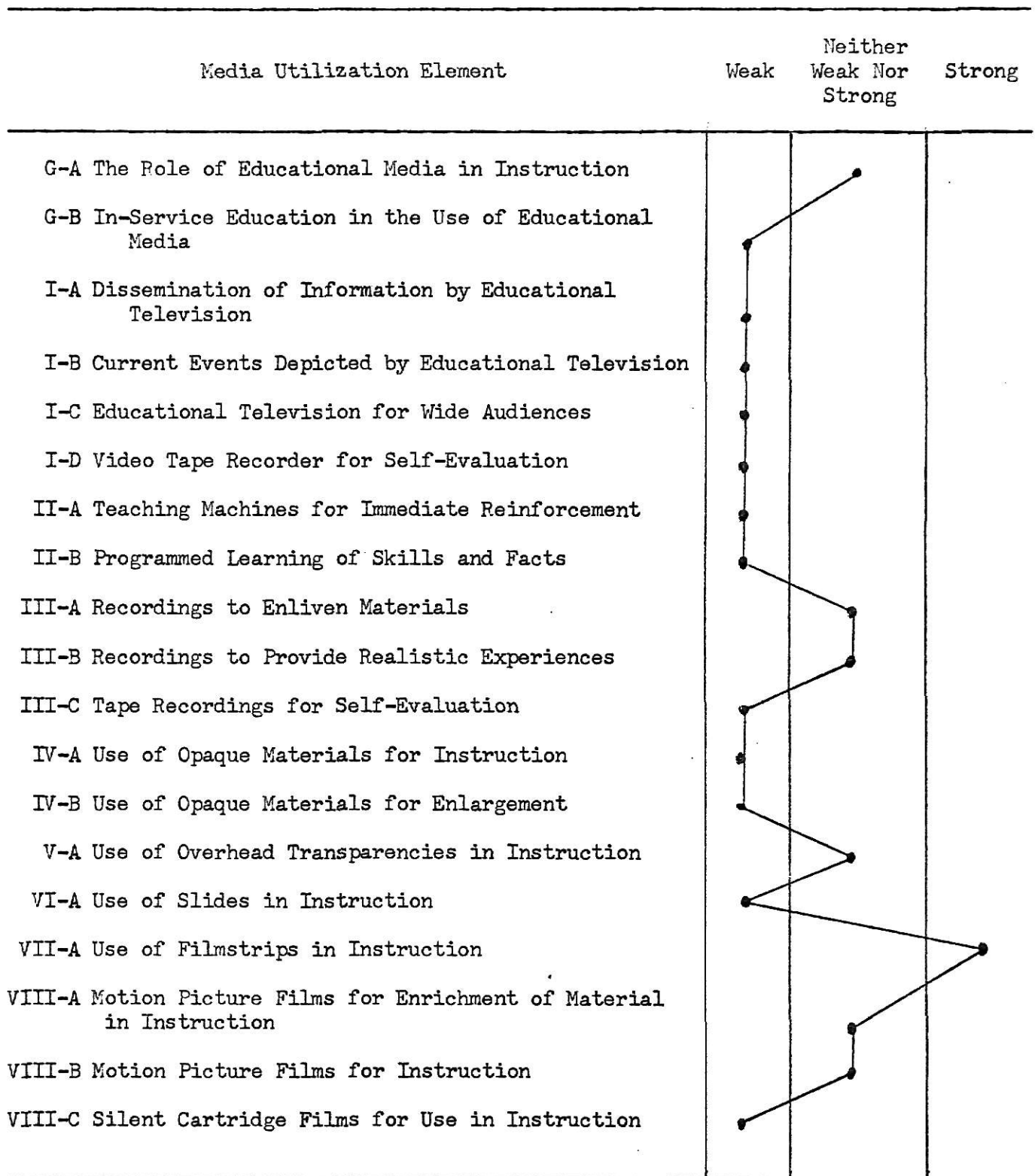
C. The results of this study lead to recommendations concerning qualified personnel in the classroom and supportive personnel in the school district. With the following two recommendations, the preceeding recommendations would have been greatly facilitated.

1. All teachers seeking teaching certification should have at least three credit hours of course work in the selection and utilization of educational media.

2. Certification for educational media specialists should be implemented by the State Department of Education in Kansas. These personnel should be available to the school districts to serve as in-service educators and to provide assistance to teachers in developing their use of educational media.

FIGURE I

## PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION



## BIBLIOGRAPHY

- Borg, Walter R. Educational Research: An Introduction. New York: David McKay Company, Inc., 1963.
- Brown, James W.; Lewis, Richard B.; and Harclerod, Fred F. AV Instruction: Media and Methods. New York: McGraw-Hill Book Company, 1969.
- Erickson, Carlton W. H. Fundamentals of Teaching with Audiovisual Technology. New York: The Macmillan Company, 1965.
- Finn, James D.; Campion, Lee E. Technology in American Education 1650-1900. Washington, D. C.: National Education Association, 1962.
- \_\_\_\_\_, and others. History of Instructional Technology II--The Technical Development of New Media. Washington, D. C.: National Education Association, 1962.
- \_\_\_\_\_, and others. Studies in the Growth of Instructional Technology, I--Audiovisual Instrumentation of Instruction in Public Schools, 1930-1960, A Basis for Take Off. Washington, D. C.: National Education Association, 1962.
- Godfrey, Eleanore P. Audiovisual Equipment and Materials in U. S. Public School Districts--Spring 1961. Washington, D. C.: Bureau of Social Science, Research, Inc., 1963.
- \_\_\_\_\_, Audio-Visual Programs in the Public Schools. Washington, D. C.: Bureau of Social Science Research, Inc., 1964.
- \_\_\_\_\_, Audio-Visual Media in the Public Schools, 1961-1964--A Profile of Change. Washington D. C.: Bureau of Social Science Research, Inc., 1965.
- Kansas State Department of Education, Annual School Principal's Report, Topeka, Kansas.
- King, Kenneth Lee. "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools." Unpublished Ed. D. dissertation, University of Oklahoma, 1969.
- Knowlton, James Q. Studies of Patterns of Influence in the School Situation as They Affect the Use of Audio-Visual Materials. Bloomington, Indiana: Indiana University, Division of Educational Media, 1963.
- Totten, Herman Lavon. "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited American Graduate Library Schools." Unpublished Ph. D. Dissertation, University of Oklahoma, 1966.

\_\_\_\_\_, and Fulton, W. R. "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media." Unpublished research report, University of Oklahoma, 1966.

Wayne, Ivor and Kingsbury, Nancy. Factors Associated with Use of Audio-Visual Media by Teachers in Elementary and Secondary Schools. Washington, D. C.: Bureau of Social Science Research, Inc., 1964.

APPENDIX A  
UTILIZATION CHECKLIST



EVALUATIVE CHECKLIST

\*\*\*\*\*

AN INSTRUMENT FOR EVALUATING THE USE

OF

EDUCATIONAL MEDIA

by

Herman L. Totten and W. R. Fulton

University of Oklahoma

Revised by Kenneth L. King

Kansas State University

Manhattan, Kansas

# AN INSTRUMENT FOR EVALUATING THE USE OF EDUCATIONAL MEDIA IN TEACHING

The use of educational media varies markedly from one teacher to another. Some teachers need fewer media because of the nature of their field. Others have greater need for media because of their methods of teaching. Some use media at a high level of sophistication while the level of utilization of others may be less sophisticated. These and other factors enter into the determination of the adequacy of the use of educational media in a given situation. Likewise, these elements make it difficult to establish precise guidelines for judging a particular teaching situation. Nevertheless, there are fundamental principles which appear to be common to the use of all educational media. This instrument, structured around these principles, is presented in the hope that it will make it easier to evaluate the use of educational media in teaching.

The instrument is based on the assumption that the proper use of educational media as an integral part of the instructional program will bring about an improvement of instruction. Effective use of educational media is greatly facilitated by their availability. The status of the use of educational media is not likely to be known without periodic evaluation. The use of this instrument should greatly facilitate such an evaluation by providing useful guidelines for making judgments concerning use.

The term educational media as used in this instrument means all equipment and materials traditionally called audio-visual materials and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms media and educational media are used interchangeably to mean both instructional equipment and instructional materials.

Criteria have been included at the beginning of each set of items in the instrument. The validity of your judgments will be greatly enhanced if careful study is made of the criteria before responding to the items.

## Introduction to Evaluative Checklist

After you have carefully studied the criteria, mark one of the numbers at the left of the statement that most nearly represents the situation in your teaching position. If the statement accurately describes your teaching situation, mark one of the middle squares, 2, 5, 8, or 11. If, in your estimation, the situation is below what is described, mark number 1, 4, 7, or 10; if above, mark 3, 6, 9, or 12. In any event, mark only one of the numbers, 1 through 12.

### EXAMPLE:

Mark only one box

☐ 1 ☐ 2 ☐ 3

In my teaching situation, I never make use of educational media.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, I rarely make use of educational media.

☐ 7 ☒ 8 ☐ 9

In my teaching situation, I make occasional use of educational media.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, I use educational media whenever they are needed in the learning process.

## GENERAL

### CRITERIA

- ° Educational media should be used when they contribute to the clarity of a particular lesson and, subsequently, to the improvement of instruction.
- ° Continuous inservice education in the use of educational media, including new instructional devices and materials, should be carried on as a means of improving instruction.

Mark only one of the twelve boxes

#### A. The Role of Educational Media in Instruction

☐ 1 ☐ 2 ☐ 3

In my teaching situation, I never use educational media as a means of improving instruction.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, I rarely use educational media even though they might contribute to the clarity of a particular lesson.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, I make occasional use of educational media when they contribute to the clarity of a particular lesson.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, I make extensive use of educational media when they contribute to the clarity of a particular lesson.

B. Provisions for Inservice Education in the Use of Educational Media

☐ 1 ☐ 2 ☐ 3

In my teaching situation, there is never inservice education in the use of educational media or new instructional devices.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, there is rarely inservice education in the use of educational media or new instructional devices.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, there is occasional inservice education in the use of educational media and instructional devices.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, there is frequent inservice education in the use of educational media and instructional devices.

I. EDUCATIONAL TELEVISION

CRITERIA

- ° Educational television should be used to disseminate information from sources that are not readily available.
- ° Educational television should be used to present live current events as they are happening when the pictorial aspect of the presentation enhances learning.
- ° Educational television should be used for:
  - a. inservice education when a unit of material is of such a nature that it lends itself to mass dissemination to widely dispersed audiences;
  - b. Learning groups which are sufficiently large to justify the cost.
- ° The television video tape recorder should be used:
  - a. to record performance and to witness such performance through immediate playback;
  - b. to accomplish self-evaluation of students and teachers of what is seen and heard.

A. Dissemination of Information by Educational Television

☐ 1 ☐ 2 ☐ 3

In my teaching situation, educational television is never used to disseminate information.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, educational television rarely is used to disseminate information.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, educational television is occasionally used to disseminate information.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, educational television is often used to disseminate information.

Remember -- Mark only one of the twelve boxes

B. Pictorial Current Events Depicted by Educational Television

☐1 ☐2 ☐3

In my teaching situation, educational television is never used to depict current events even though the pictorial aspect may be valuable or might enhance learning.

☐4 ☐5 ☐6

In my teaching situation, educational television is rarely used to depict current events even though the pictorial aspect may be valuable or enhance learning.

☐7 ☐8 ☐9

In my teaching situation, educational television is occasionally utilized to depict current events when the pictorial aspect is valuable and enhances learning.

☐10 ☐11 ☐12

In my teaching situation, educational television is often used to depict current events when the pictorial aspect is valuable and enhances learning.

C. Use of Educational Television to Reach Widely Dispersed Audiences

☐1 ☐2 ☐3

In my teaching situation, educational television is never used for inservice education or to disseminate information to widely scattered audiences.

☐4 ☐5 ☐6

In my teaching situation, educational television is rarely used for inservice education or to disseminate information to widely scattered audiences even though the learning groups are large enough to justify the cost.

☐7 ☐8 ☐9

In my teaching situation, educational television is occasionally used for inservice education or to disseminate information to widely scattered audiences when the learning groups are large enough to justify the cost.

☐10 ☐11 ☐12

In my teaching situation, educational television is often used for inservice education and to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost.

D. Self-Evaluation Through the Use of the Television Video Tape Recorder

☐1 ☐2 ☐3

In my teaching situation, the video tape recorder is never used to witness performance through immediate playback, nor is it used for self-evaluation of students and teachers.

☐4 ☐5 ☐6

In my teaching situation, the video tape recorder is rarely used to witness performance through immediate playback or for self-evaluation of students and teachers.

☐7 ☐8 ☐9

In my teaching situation, the video tape recorder is occasionally used to witness performance through immediate playback and for self-evaluation of students and teachers.

☐10 ☐11 ☐12

In my teaching situation, the video tape recorder is often used to witness performance through immediate playback or for self-evaluation of students and teachers.

Remember -- Mark only one of the twelve boxes

## II. TEACHING MACHINES AND PROGRAMMED LEARNING MATERIALS

### CRITERIA

- ° Teaching machines and/or programmed learning materials should be used when:
  - a. the diversity of ability levels is present;
  - b. immediate reinforcement of subject matter can be accomplished as satisfactorily as by the teacher.
- ° Teaching machines and/or programmed learning materials should be used for:
  - a. the learning of routine skills;
  - b. the learning of factual information when such information can be presented in a logical and sequential manner;
  - c. the enhancement of individual instruction.

Remember -- Mark only one of the twelve boxes

#### A. Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter

☐ 1 ☐ 2 ☐ 3

In my teaching situation, teaching machines and/or programmed learning materials are not used even though the diversity of ability levels is present and the immediate reinforcement of subject matter could be accomplished as satisfactorily as by the teacher.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, teaching machines and/or programmed learning materials are rarely used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, teaching machines and/or programmed learning materials are occasionally used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, teaching machines and/or programmed learning materials are often used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

#### B. Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information

☐ 1 ☐ 2 ☐ 3

In my teaching situation, teaching machines and/or programmed learning materials are not used in the learning of routine skills and factual information nor are they used to enhance individual instruction.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, teaching machines and/or programmed learning materials are rarely used in the learning of routine skills and factual information or to enhance individual instruction.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, teaching machines and/or programmed learning materials are occasionally used in the learning of routine skills and factual information and to enhance individual instruction.

10 11 12

In my teaching situation, teaching machines and/or programmed learning materials are often used in the learning of routine skills and factual information to enhance individual instruction.

### III. RECORDINGS

#### CRITERIA

- ° Recordings should be used when repeated audio experiences enliven, enhance, and vivify impressions of the materials presented.
- ° Recordings should be used to provide students with:
  - a. realistic and accurate musical experiences;
  - b. unique and accurate narrative experiences;
  - c. original sound reproduction;
  - d. particular voices of the past in order to overcome time and distance when these voices enhance the learning process.
- ° Tape recordings should be used:
  - a. as a self-evaluation and improvement tool which can record and playback the voices of students and teachers to serve as models to be listened to, noted, and emulated or improved upon;
  - b. to store prerecorded information and dramatize historical episodes with vividness and a sense of reality.

#### A. Use of Recordings to Enliven, Enhance, and Vivify Impressions of Materials

1 2 3

In my teaching situation, recordings are never used to enliven, enhance, and vivify impressions of material being presented.

4 5 6

In my teaching situation, recordings are rarely used to enliven, enhance, and vivify impressions of material being presented.

7 8 9

In my teaching situation, recordings are occasionally used to enhance, enliven, and vivify impressions of material being presented.

10 11 12

In my teaching situation, recordings are often used to enliven, enhance, and vivify impressions of materials being presented.

#### B. Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance

1 2 3

In my teaching situation, recordings are never used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

4 5 6

In my teaching situation, recordings are rarely used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

Remember -- Mark only one of the twelve boxes



7 8 9

In my teaching situation, recordings are occasionally used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

10 11 12

In my teaching situation, recordings are often used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

C. Use of Tape Recordings for Self-Evaluation and Improvement, and the Reporting of Prerecorded Information

1 2 3

In my teaching situation, tape recordings are not used for student self-evaluation and improvement, nor are they used to report prerecorded information.

4 5 6

In my teaching situation, tape recordings are rarely used for student self-evaluation and improvement and to report prerecorded information.

7 8 9

In my teaching situation, tape recordings are occasionally used for student self-evaluation and improvement, and to report prerecorded information.

10 11 12

In my teaching situation, tape recordings are often used for student self-evaluation and improvement and to report prerecorded information.

IV. OPAQUE MATERIALS

CRITERIA

- ° Opaque materials should be used when non-transparent materials will contribute:

- a. group observation and/or evaluation;
- b. economy of time when it is unfeasible to prepare material for use with another medium.

- ° Opaque materials should be used to:

- a. enlarge small size still pictures to a large scale on various surfaces for reproduction;
- b. project three dimensional objects.

Remember -- Mark only one of the twelve boxes



A. Use of Opaque Materials for Non-transparent Materials to Be Used for Group Observation and Economy of Time

☐ 1 ☐ 2 ☐ 3

In my teaching situation, opaque materials are never used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, opaque materials are rarely used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, opaque materials are occasionally used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, opaque materials are often used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

B. Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects

☐ 1 ☐ 2 ☐ 3

In my teaching situation, opaque materials are never used to enlarge small size still pictures nor to project three dimensional objects.

☐ 4 ☐ 5 ☐ 6

In my teaching situation, opaque materials are rarely used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

☐ 7 ☐ 8 ☐ 9

In my teaching situation, opaque materials are occasionally used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

☐ 10 ☐ 11 ☐ 12

In my teaching situation, opaque materials are often used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

V. OVERHEAD TRANSPARENCIES

CRITERION

° Overhead transparencies should be used when:

- a. it is necessary to show the development of a whole from separate parts or the cumulative growth of a whole;
- b. it is desirable to write or mark on the projection material at the time of projection;
- c. the teacher wishes to present illustrations while facing the class.

Remember -- Mark only one of the twelve boxes

A. Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class

1 2 3

In my teaching situation, overhead transparencies are never used to show development of wholes from parts or the cumulative growth of a whole, to write or mark on the projected material at the time of projection, or to present illustrations while the teacher is facing the class.

4 5 6

In my teaching situation, overhead transparencies are rarely used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

7 8 9

In my teaching situation, overhead transparencies are occasionally used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

10 11 12

In my teaching situation, overhead transparencies are often used to show the development of a whole from separate parts or the cumulative growth of a whole, to write on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

VI. SLIDES

CRITERION

° Slides should be used when:

- a. it is desirable to reduce material for the purpose of easy storage and retrieval for future use;
- b. it is desirable to document field trips and laboratory experiments.

A. Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments

1 2 3

In my teaching situation, slides are never used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

4 5 6

In my teaching situation, slides are rarely used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

Remember -- Mark only one of the twelve boxes

7 8 9

In my teaching situation, slides are occasionally used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

10 11 12

In my teaching situation, slides are often used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

## VII. FILMSTRIPS

### CRITERION

- ° Filmstrips should be used when motion is not essential and when it is desirable to stop and discuss individual frames.

#### A. Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames

1 2 3

In my teaching situation, filmstrips are never used when motion is not essential or when it is desirable to stop and discuss individual frames.

4 5 6

In my teaching situation, filmstrips are rarely used when motion is not essential or when it is desirable to stop and discuss individual frames.

7 8 9

In my teaching situation, filmstrips are occasionally used when motion is not essential or when it is desirable to stop and discuss individual frames.

10 11 12

In my teaching situation, filmstrips are often used when motion is not essential or when it is desirable to stop and discuss individual frames.

## VIII. MOTION PICTURE FILMS

### CRITERIA

- ° Motion picture sound films should be used when:
  - a. the experience presented vicariously contribute to the lecture;
  - b. they provide student motivation;
  - c. they present the material more effectively than the teacher can.
- ° Motion picture sound films should be used when:
  - a. the combination of verbalization and motion are essential to the learning process;
  - b. the modification of time, size, and space is needed;
  - c. summarization and review are needed.
- ° Eight millimeter cartridge silent motion picture films should be used:
  - a. when cost is a factor in procurement;
  - b. when sound is not essential;
  - c. mainly for small group and individual instruction.

Remember -- Mark only one of the twelve boxes

A. Use of Motion Picture Films to Enhance Lecture, to Provide Motivation and for Effective Presentation of Material

1 2 3

In my teaching situation, motion pictures are never used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

4 5 6

In my teaching situation, motion picture films are rarely used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

7 8 9

In my teaching situation, motion picture films are occasionally used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

10 11 12

In my teaching situation, motion picture films are often used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

B. Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization

1 2 3

In my teaching situation, motion picture films are never used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

4 5 6

In my teaching situation, motion picture films are rarely used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

7 8 9

In my teaching situation, motion picture films are occasionally used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

10 11 12

In my teaching situation, motion picture films are often used when verbalization and motion are essential to the learning process, when modification of time, size, and space is essential to the learning process, or for the purpose of review and summarization.

C. Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production

1 2 3

In my teaching situation, eight millimeter cartridge silent motion picture films are never used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

4 5 6

In my teaching situation, eight millimeter cartridge silent motion picture films are rarely used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

Remember -- Mark only one of the twelve boxes

7 8 9

In my teaching situation, eight millimeter cartridge silent motion picture films are occasionally used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

10 11 12

In my teaching situation, eight millimeter cartridge silent motion picture films are often used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

# PROFILE SHEET

Name of school system or district (Unified School District # )  
 Enrollment of school system or district Not Applicable

To develop a profile image of your educational media use, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of your use.

		WEAK									STRONG		
		Mark only one of the twelve boxes											
General	Section (General)												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B.	1	2	3	4	5	6	7	8	9	10	11	12
Educational Television Programmed Learning	Section I												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
	C	1	2	3	4	5	6	7	8	9	10	11	12
	D	1	2	3	4	5	6	7	8	9	10	11	12
	Section II												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
Recordings Opaque Materials	Section III												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
	C	1	2	3	4	5	6	7	8	9	10	11	12
Transparencies	Section IV												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
Slides	Section V												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
Filmstrips	Section VI												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
Motion Pictures	Section VII												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
	C	1	2	3	4	5	6	7	8	9	10	11	12
	Section VIII												
	Item A	1	2	3	4	5	6	7	8	9	10	11	12
	B	1	2	3	4	5	6	7	8	9	10	11	12
	C	1	2	3	4	5	6	7	8	9	10	11	12

APPENDIX B

COVER LETTER TO TEACHERS





OFFICE OF THE DEAN  
COLLEGE OF EDUCATION  
HOLTON HALL

March 18, 1971

Dear Teacher:

We at Kansas State University, College of Education are keenly interested in assessing the critical needs of education in Kansas. We are again gathering data to help us more accurately determine what we might do to provide better instruction for student teachers while they are here at Kansas State. We hope to provide some answers to questions asked by the State Board of Education.

We are asking you to help us by completing the enclosed evaluation checklist which has been revised by Dr. Kenneth L. King of Kansas State from an instrument developed by Dr. William R. Fulton of the University of Oklahoma. This instrument requires 19 responses that should take about 12 minutes of your time. Your superintendent will complete the same instrument. He is aware that we are asking selected faculty to participate.

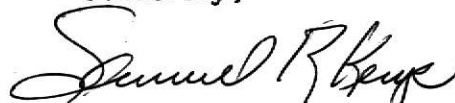
The data collected from these checklists will be most valuable in assessment of the media needs in our area. The data will also be analyzed by a graduate assistant from Kansas State as a basis for a master's report.

There have been recent developments in the field of educational media, such as accreditation requirements, joint standards and certification of media personnel. The Kansas State Board of Education is interested in this study as a pilot for expanded efforts in this direction. The term "Educational Media" as used in this instrument means all equipment and materials traditionally known as audiovisual materials and all the newer media such as television and programmed materials.

May we thank you in advance for your prompt cooperation. We are anticipating a 100% return from this select group of teachers who are asked to participate.

Please return this instrument in the enclosed self-addressed envelope.

Sincerely,

  
Samuel R. Keys, Dean  
College of Education

SRK:mcs

Enclosures



AN EVALUATION OF TEACHER UTILIZATION OF SELECTED  
EDUCATIONAL MEDIA IN SELECTED  
KANSAS PUBLIC SCHOOLS

by

CARROLL S. ANDERSON

B. A., Nebraska Wesleyan University, 1956

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1971

This study was undertaken to determine the level of use of educational media in a selected group of Kansas public school teachers.

The sample size for this study was 142 teachers within a 50-mile radius of Kansas State University, Manhattan, Kansas. The teachers were selected, not randomly, but by meeting criteria as follows: (1) They were to be co-operating teachers in the Kansas State University College of Education Student Teaching Program. (2) They were not to have had student teachers under their direction the fall semester of 1970-71. (3) They were to be supervising student teachers at the time the study was conducted. The survey method and appraisal technique was used in this study.

Totten & Fulton's checklist revised by King for evaluating the use of educational media was the instrument used to collect the data for analysis. The checklist was designed to elicit judgmental responses regarding the extent to which the selected teachers met the criteria as to commitment toward the use of educational media in their teaching situation. Of the 142 teachers contacted, 74 percent responded without the aid of a follow-up letter. The responses were evaluated in terms of strengths or weaknesses. The degree of strength or weakness was not attempted.

Within the 19 educational media elements studied, twelve were found to be weak, six were found to be neither weak nor strong and one element showed strong usage. The twelve elements found to be weak were: In-service education in the use of educational media, Dissemination of information by educational television, Current events depicted by educational television, Educational television for wide audiences, Video tape recorder for self-evaluation, Teaching machines for immediate reinforcement, Programmed learning of skills and facts, Tape recordings for self-evaluation, Use of opaque materials in instruction, Use of opaque materials for enlargement, Use of slides in instruction, and Silent cartridge films for use in instruction.

The elements found to be neither weak nor strong were: The role of educational media in instruction, Recordings to enliven materials, Recordings to provide realistic experiences, Use of overhead transparencies in instruction, Motion picture films for enrichment of material in instruction, and Motion picture films for instruction.

The strong element was found to be the use of filmstrips in instruction.

That data indicates that the selected Kansas teachers judged the use of educational media as generally weak.

It was concluded that: (1) Pre-prepared materials were used more than locally produced materials, (2) That self-evaluative forms of media were generally not used, (3) That use of educational television was inadequate, (4) That in-service education in educational media was not adequate, and (5) That newer forms of educational media had not become widely used.