IMPROVING MEDIA COMPETENCIES FOR TEACHERS THROUGH IN-SERVICE EDUCATION

by

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B. S., Kansas State University, 1966

A REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1979

Approved by:

[Signature]
Major Professor
ACKNOWLEDGMENT

Sincere appreciation is expressed to Dr. Michael Calvano for his encouragement to initially investigate this subject and then his enthusiastic support to develop and complete the project;

To my colleagues in the Media Center who contributed financial assistance to and personally participated in the workshop;

And to Larry, Nick, and Molly Jane for patient understanding of a student/mother.
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INTRODUCTION

Educational media currently finds itself in the ironic position of being assigned an integral and indispensable part of the instructional process, while historic practice has assigned it the role of an aid or enrichment—supportive but supplemental to the actual teaching. Viable instructional media programs need to be developed that prepare classroom teachers with competencies relevant to implementing a wide range of new and diverse programs. One of the programs to be developed is in-service education. Although it is not a substitution for adequate pre-service media education, it can be an important competency factor. The main intent of incorporating good in-service training is to bring about desirable changes in teacher behavior.

REVIEW OF LITERATURE

The definition that is closest to this concept of behavioral change through in-service education is adapted from Ralph W. Tyler's chapter entitled In-service Education of Teachers in Rubin's Improving In-service Education. The definition is as follows: In-service experiences involve...
"studying problems and resources, setting goals for group and individual efforts, developing plans for attaining goals, appraising progress towards the goals, and re-examining and replanning when the appraisal indicates inadequacies." ¹

¹p. 15 (Tyler in Rubin).
The definition fits in very well with the four major factors identified by Klopf as those to consider in developing competencies and behaviors in people:

1. Opportunities for becoming aware, for understanding oneself

2. Opportunities to gain a commitment, to change, to acquire an attitude, an interest, a concern

3. Opportunities for gaining knowledge, principles, concepts

4. Opportunities to have experiences involving interaction and skill. ²

These four major factors are important in meeting needs of adults. Klopf cites studies performed by Neugarten and Berrin of the University of Southern California which indicate that some salient characteristics of adulthood include:

1. A sense of expertness--the ability to make decisions.

2. An expectation to accomplish--to finish a task.

In order to accomplish these desired changes Parker offers twelve guidelines for In-service Education. These guidelines are not sequential and are not intended to be followed "step by step" but rather used as criteria for developing continuous in-service programs.

1. People work as individuals and as members of groups on problems that are significant to them.

²Klopf, p. 25.

³Ibid, p. 23.
2. The same people who work on problems formulate goals and plan how they will work.

3. Many opportunities are developed for people to relate themselves to each other.

4. Continuous attention is given to group problem-solving processes.

5. Atmosphere is created that is conducive to building mutual respect, support, permissiveness, and creativeness.

6. Multiple and rich resources are made available and are used.

7. The simplest possible means are developed to move through decisions to actions.

8. Constant encouragement is present to test and to try ideas and plans in real situations.

9. Appraisal is made an integral part of in-service activities.

10. Continuous attention is given to the interrelationships of different groups.

11. The facts of individual differences among members of each group are accepted and utilized.

12. Activities are related to pertinent aspects of the current educational, cultural, political and economic scene.

From these guidelines one could well emphasize the particular importance of these three specific steps: (2) The participants who help in deciding the idea should also help form the thrust and goals; they will in this way be more committed to the total program; (8) The value of group meetings of all kinds is best if the members of the group are trying things

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4Parker, (Yr. book) pp. 103-123.
out in their schools during the times between meetings of the group. The greatest weakness of the meetings of groups is often the fact that nothing happens in-between. So the in-service must be practical enough that participants can take it out--experiment, then report back with some date involved results; and (9) The basis of any sound appraisal is the collection of factual and descriptive data rather than the organization of value judgments. Evaluation: has the in-service program accomplished what it was planned to do?

In-service is one means of staff development. In-service activities as described here require many of the skills of participatory management. The in-service participant assists with

1. identification of a problem significant to him/her
2. formulation of goals and how to achieve them
3. implementation through group and individual work
4. evaluation of the effectiveness of changes which are implemented.\(^5\)

Applying Parker's guidelines under these planning techniques should then produce the change and improvement aimed for as one progresses from the general to specific of in-service education.

A very interesting study which illustrates the participatory planning procedure was made in the Iowa City

\(^5\)Ibid, p. 125.
School District. A survey instrument was developed to measure teacher priorities in relation to a media production and utilization in-service program.\(^6\)

The first step taken was a survey of 229 elementary teachers which indicated a strong need and desire for a media production and utilization in-service program. Following an analysis of the survey results, district officials included media in-service training in their plans for teacher workshops, and they authorized credit on the salary schedule for voluntary participation. The entire effort by media personnel and administrators was based on the belief that teachers must be involved in content decisions to insure enthusiasm for their in-service programs.

The survey instrument was designed and validated with the assistance of specialized staff from Iowa University. Distribution of the survey was limited to 260 district elementary teachers. 87% were returned and tabulated for each of these three population groups: all elementary teachers in the district; teachers in each attendance center; and elementary school librarians.

In the tables listed on the following page it is evident that the data from Tables 1 and 2 give the basic evidence for organizing a media in-service program. Table 3 gives the district ranking of priorities; however,

THIS BOOK CONTAINS NUMEROUS PAGES WITH DIAGRAMS THAT ARE CROOKED COMPARED TO THE REST OF THE INFORMATION ON THE PAGE.

THIS IS AS RECEIVED FROM CUSTOMER.
ILLEGIBLE

THE FOLLOWING DOCUMENT (S) IS ILLEGIBLE DUE TO THE PRINTING ON THE ORIGINAL BEING CUT OFF

ILLEGIBLE
DESIRE TO PARTICIPATE IN WORKSHOPS

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TABLE 1

COMPETENCY CATEGORIES

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<td>Equipment operation</td>
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TABLE 2

DISTRICT RANKINGS

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<td>35mm slide production</td>
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<tr>
<td>Lettering basic graphics</td>
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TABLE 3

ATTITUDES TOWARD INSTRUCTIONAL MEDIA

<table>
<thead>
<tr>
<th>Attitude Statements</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>Media materials have great potential for stimulating teachers creativity and student interest.</td>
<td>42%</td>
</tr>
<tr>
<td>Educational media has the potential for many individual student needs.</td>
<td>24%</td>
</tr>
<tr>
<td>I feel that I can be a more effective teacher by using AV materials.</td>
<td>16%</td>
</tr>
<tr>
<td>Media can help teachers achieve their objectives.</td>
<td>14%</td>
</tr>
<tr>
<td>Media materials may be important, but I feel they have been overemphasized.</td>
<td>3%</td>
</tr>
<tr>
<td>Teachers who use media lose some of their importance in the classroom.</td>
<td>0%</td>
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</table>

TABLE 4

MODEL OF A SYSTEMS APPROACH TO A MEDIA PROGRAM

1. District Objective: Improvement of Instruction
2. Diagnosis: District Media Survey, May 73
   Where We Are Now
3. Program Objectives: Definition of Desired Outcomes
   - Where We Are Going
4. Implementation: Alternative Strategies for Meeting Objectives
   - Getting There
5. Feedback
   - Staff
   - Students
   - Teachers
   - Administrators
6. Evaluation

FIGURE 1
these differed markedly in each attendance center. The last table, number 4, is an attitude statement. Its intent was two-fold: (1) response to these statements could be used to determine existing attitudes which might be having an effect on media usage in the district, and (2) it could be used as a follow-up study to determine the program's effectiveness.

The MODEL (see figure #1 on the following page) presents the progress of the comprehensive plan to implement a teacher-oriented in-service program in the Iowa City Elementary Schools. At the time of publication of this study, the diagnosis had been accomplished and the program objectives had been identified, the implementation was, however, an ongoing discussion. The alternative for implementation, at publication time, which appeared to be most popular was in-service in the form of credit on the salary schedule in return for voluntary participation in a series of media workshops. The district has established that it will move in the direction of meeting student needs through the process of meeting teacher needs. The key to success of this program has been a common belief (held by both administrators and media personnel) that motivation of teachers toward in-service is based on their involvement in decisions which affect their efforts with students.

As the media supervisor or director then becomes involved in the implementation of the continuous development
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Figure 1. Four steps in continuous in-service development.

Figure 2. A representative sampling of the ways to realize the objectives of in-service activities.

Figure 3.
of in-service (see figure #1 on page 8)\textsuperscript{7} she/he will want to examine the specific areas of management and their implication for in-service training. These are diagramed more specifically by Chalmers in figures 2 and 3.\textsuperscript{8}

An impressive two-year demonstration of instructional development was conducted at Michigan State University, Syracuse University, the University of Colorado, and San Francisco State College. A recent report by members of its evaluative team and its principal investigator contains a list of "heuristic" guidelines which are cited here because of their evident usefulness to media specialists who find themselves working closely with teachers developing materials to improve instruction. They are as follows:

1. recognize that the development of software (for an instructional system) is more costly than the acquisition of the hardware for it

2. recognize that the development of software is a continuous process of revision and refinement that can never be completely finished

3. move toward finding the instructor's objectives (may be elusive, indefinite)

4. involve students continuously in the developmental process

5. stress the human elements in instructional systems

6. proceed on the basis of agreement (on procedures, criteria, objectives, grading instruments, etc.)


\textsuperscript{8}Ibid, p. 61.
7. avoid allowing the word (professional jargon) or manner (the dogmatic statement) to cut off communication

8. seek to understand the motivations, aspirations, interests, perhaps even misgivings of the instructors involved

9. see that faculty members are properly rewarded for their participation (time, money, prestige, acclaim, financial report)

10. to encourage the survival of good ideas and their transferability to other institutions and situations

11. recognize that reduction of the reality of a learning experience (as through simulation) is likely to reduce the value (learning product) of that experience

12. first hand visits to observe innovational practices in operation are more likely to increase acceptance of new ideas (rather than accepting innovations based on research findings)

Along with a combined knowledge of organizational activities and teacher "desires" the media specialist, director, or supervisor must implement certain methods of inquiry that will enable a comfortable relationship to develop between herself/himself and the teacher. Nancy Polette outlines four methods in her book. These are basic activities which will provide much feedback for discovering the in-service areas of need. They are as follows:

1. personal contact: make new materials available; know what's being taught in the classrooms; assisting students; prompt attention to teacher questions

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2. Service forms: schedule work/study skills class; send "requested" materials to a classroom; introducing new materials

3. Bulletins: new materials; new programs being initiated; changes in procedures; new bulletins concerning the activities of the center

4. Questionnaires: can point out strengths and weaknesses of the Instructional Media Center; designed to help teachers extend their thinking concerning their goals for students as they relate to the library services offered.  

After establishing this rapport with teachers, the actual in-service can take place. At this point, if the program is to be accepted and regarded as beneficial for participation, the teachers will need a high degree of direct motivation. Bush suggests these five conditions to strive to achieve in the in-service program:

1. Sufficient time to engage in the program

2. Conditions such that the program can be conducted with the necessary materials and supplies at hand

3. A program that is relevant to the problem undertaken

4. The necessary financial and other types of support required to carry it out

5. An opportunity to use the results of the training in the regular school situation.

In the National School Public Relations Association's Inservice Education: Current Trends in School Policies and Programs, Hilmar Wagner, associate professor of curriculum

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and instruction at the University of Texas, offers suggestions on what teachers like at in-service meetings. Wagner says, "Teachers like:

1. Meetings in which they can be actively involved.

2. To watch other teachers demonstrate various techniques in their teaching field.


4. Meetings that are short and to the point.

5. An in-depth treatment of one concept that can be completed in one meeting rather than a generalized treatment that attempts to solve every teacher's problems in one session.

6. Well-organized meetings.

7. Variety in inservice programs.

8. Some incentive for attending inservice meetings: released time, salary increments, advanced points on rating scales.

9. Inspirational speakers occasionally.

10. To visit other schools to observe other teachers in situations similar to their own."\(^{12}\)

The seven basic learning situations in which experiences such as these can take place are regular teachers meetings, extension classes, short courses, workshops, institutes, reading programs, committee and individual projects.\(^{13}\)

When the learning situation has been selected, the most common procedure to be followed (implementing the concept of

\(^{12}\)National School Public Relations Association's.

\(^{13}\)Erickson, p. 126.
participatory management) is that of a centralized planning committee. This group is then responsible for the coordination of the in-service project. The basic core of the committee will be representatives, appointed or elected, from each district building, the district supervisors and coordinators who will reinforce administrative support. The specific functions of the committee will be to list problems needing attention; establish an order of priority among these problems; selecting problems to be studied in a given year; setting up the organizational pattern best suited to the study of a given problem; and making certain recommendations as to procedures to be followed in study. This committee should also play a vital part in the evaluative process of an in-service project since it is an integral part of the total program. Such as, hearing progress reports, hearing final reports and recommendations, forwarding recommendations to the final authority with suggestions for favorable consideration.

One very important person who will help promote the in-service program is the individual school principal. He/she will arrange for released time, plan the agenda for group meetings, and have needed input through personal observations or conferences with teachers. The principal's support is fundamental to the success of an educational in-service project.

REPORT OF THE STUDY

In order to experience and experiment with the interpretations and conclusions drawn from the review of
literature conducted for this report, the writer arranged for an actual in-service experience for educators incorporating many of the guidelines mentioned for a successful in-service experience. The following is a report of a workshop, "Education for Viewing...Kids Discover Media," held on March 24, 1979, on the Kansas State University campus. The pre-planning and execution of this workshop was done in partial fulfillment of requirements for a Master's Report for the Department of Curriculum and Instruction, College of Education.

The purpose of this project was to become familiarized with the various procedures for organizing and completing an in-service experience for teachers. The project was designed and conducted in cooperation with the University's Conference Center. The budget (Appendix A) was proposed on the basis of fifty participants. In addition to financial planning, consideration was given to alternative room options, supply needs, and time allotments. Various options for university credit, in-service credit for preschool teachers through The Kansas Association for the Education of Young Children (KAEYC), certificates for course attendance, and one-day enrichment programs were investigated. A collaboration day was held in Shawnee Mission, Kansas, with the consultant, Ginny Graves, to make final decisions regarding date, participation hours, agenda, supplies, and resource materials.

The project director designed a brochure (Appendix B) announcing the conference, which was mailed to 800 elementary
librarians and teachers, pre-schools, and university departments of art, education, and family and child development. Resources for the mailing lists were the Kansas Association of School Librarians (KASL), the Kansas Educational Directory, KAEC, and area churches with Christian Education programs. The compilation of the mailing lists was done by the project director, with the Conference Office preparing labels and posting.

Thirty-six registrants, which included elementary librarians, pre-school directors, college media personnel, elementary teachers, and ministers, met at 8:30 a.m. in the K-State Union where the day's activities began with an introductory lecture by the consultant, Mrs. Graves. A multi-media presentation, including slides of children making use of the type of project to be produced by the workshop participants, was given. Additionally, the consultant and the project director demonstrated expanded procedures to be used in creating projects.

The room was arranged with twenty tables displaying the visual perception projects listed in the workshop packet (Appendix C) and a varied collection of ideas, books, and games focusing on media.

The participants then investigated, constructed and experimented at the various displays. The simple animation projects, such as the zoetrope, thaumatrope, paper cup projector, and shadow puppetry were new and fascinating to the teachers. Complete supplies were provided so the
projects could be reproduced, allowing not only a hands-on experience, but finished take-home products.

The materials used were inexpensive and readily available. The project director collected these items—which included such things as paper cups and lids, pizza rounds, gallon ice cream containers, shoe boxes and various media supplies—several weeks in advance. Workshop costs to participants were considerably decreased by making use of throwaways. A valuable part of the workshop experience was to encourage participants to make use of free and inexpensive materials which are readily available to both schools and children. A great part of a creative approach to media is to view common objects in a variety of new or different applications than are commonly considered.

Although no formal evaluation procedure was used, the participants frequently expressed approval of the practical aspects of the workshop. Staff evaluations following the conference indicated that the undertaking had been a positive effort for all those involved, whether as staff or student.

Portions of the workshop were videotaped and photographed by a graduate student from the Educational Media Department. These tapes and slides will be reviewed by the project director with the consultant to discuss possible alternative methods of presentation or general improvement of the workshop for a future presentation.

The following suggestions will be considered in the discussion as additional possibilities for workshop
enhancement:

1. a formal evaluation to be returned by each participant
2. scheduling the workshop in conjunction with appropriate state professional meetings
3. a two-day workshop, with credit offered
4. a summer seminar for parents and children with a broadened scope of visual enrichment

The procedural experience gained from designing and implementing this workshop was invaluable. As evidenced in the project director's review of literature, in-service training should be regarded as a professional activity. It will become an individualized obligation to accept, encouraged by good supervision, a continuous program of professional self-improvement. At the present time the development of these in-service educational training programs is very much on the increase. This is exemplified by W. C. Meierchenry in his article, "Media Competencies for Teachers."

"Many exciting developments are occurring in the area of technology in education across the country from the teaching of how to thread a projector to subjecting the entire teacher education program to systems analysis and much of the content presented in individualized and mediated form."\(^{14}\)

In-service training is a continuous dynamic process, flexing, changing, and adapting to best serve teachers and the entire educational system. In-service education is vital.

to up-dating professional competencies of teachers and librarians. In the field of instructional media, where new technology is constantly creating new methods of communication, it is most important that the opportunity to maintain awareness of these changes, through experiences such as this project, be available to teachers and librarians.
REFERENCES

BOOKS


PERIODICAL ARTICLES


APPENDIX
APPENDIX A

CONFERENCE BUDGET PROPOSAL
CONFERENCE AGREEMENT

Conference Title  Media Conference
Conference Location  K-State Union
Conference Dates  March 24, 1979
Sponsoring Agency or Unit  Kay Weigel's Masters Project & College of Educ. Media
Sponsor's Representative  Kay Weigel
Continuing Education Coordinator  Heinsohn

"All programs sponsored on the KSU campus in which fees are collected from the participants and/or University facilities are utilized shall be coordinated through the Division of Continuing Education, which is empowered to collect all fees and pay all bills associated with the activity..." (KSU Faculty Handbook, Section 2.17)

This document is to outline budget and coordination responsibilities associated with the above-named activity, in order to assure consistency and quality, as well as maintain accurate and accountable financial records.

General Conference Budgeting Policies

Conferences are to be run on a financially "self-supporting basis." Thus, the income from a conference must offset the total expenses of the conference including staff support, development, and coordination time. The Division of Continuing Education has the option to cancel the conference and return all pre-paid registration fees if there is evidence that the income will not cover the expenses. Major expenses not accounted for in the attached budget will not be paid without special approval by the Division of Continuing Education. The Division assumes no responsibility for expenses not specified in the attached budget.

A detailed financial accounting will be made at the conclusion of each conference activity. Any positive or negative balance remaining after the Conference, will be allocated to the Conference office.

APPROVAL OF AGREEMENT AND ATTACHED BUDGET:

Continuing Education Coordinator  Date  
Patria E. Flament  2/20/79

Conference Sponsor  Date

Department Head/Dean  Date

Director, Continuing Education  Date  
W. S. Robinson  2/21/79
### Pre-Conference Budget
#### Fixed Costs

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(A) \( \text{Total Fixed Costs} = 789.93 \)
(B) \( \text{Estimated number of participants} = 50 \)
(C) \( \text{Fixed cost per registration} = 15.80 \)

\( \text{(Total fixed cost ÷ Number of participants)} \)
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<td>Art Supplies @ $2.00</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>3.05</td>
</tr>
</tbody>
</table>

Total Variable Cost $3.05
Total Fixed Cost/Registrant (from page 2 (C)) $15.80
Total Fee Per Registrant $15.85
Registration fee set at $19.00
# Pre-Conference Budget

## Income

### Registration Fee

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>19</td>
<td>$950.00</td>
</tr>
</tbody>
</table>

Subtotal = $950.00

### Meals (If Separate From Registration Fee)

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>3.50</td>
<td>$122.50</td>
</tr>
</tbody>
</table>

Subtotal = $122.50

### Housing (If Separate From Registration Fee)

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
</table>

Subtotal = 

### Other

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
</tr>
</thead>
</table>

Subtotal = 

**TOTAL** = $1,072.50
## Pre-Conference Planning
### Outline of Responsibilities

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Cont. Ed.</th>
<th>Sponsor</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Design</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Procure Speakers &amp; Resource People</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Housing Arrangements</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Room Arrangements</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure Design &amp; Printing</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mailing Lists</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mailing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other Publicity</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters &amp; Signs</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Services</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Meal Arrangements</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Refreshment Arrangements</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Conference Proceedings</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

CONFERENCE BROCHURE
Additional Registration Information

A limited number of meals are available due to the necessity for advance notice for food service. Please preregister in order to assure yourself a meal.

Full refund with 48 hours notice prior to the conference.

REGISTRATION DEADLINE:
Friday, March 16, 1979

Master Charge □ Visa □

(Print Cardholders Name)

(Card Number) (Expiration Date)

(Authorizing Signature)

EDUCATION FOR VIEWING....
Kids Discover Media
By
Ginny Graves & Kay Weigel

March 24, 1979
K-State Union
Manhattan, KS

Sponsored By:
College of Education, Dept. of Curriculum and Instruction, Media Center, KSU
In cooperation with: Division of Continuing Education, KSU
EDUCATION FOR VIEWING
March 24, 1979
K-State Union
Manhattan, KS

AGENDA

8:30 - Registration: K-State Union
2nd Floor Concourse (Coffee and Rolls)

9:00-10:30 - "SEEING IS BELIEVING"
Browsing and explanation time....
....discovering, creative activities to sensitize children to
their surroundings through visual media techniques.

10:30-10:45 - BREAK

10:45-12:00 - "CLOSE-UP LOOK"

12:00-1:00 - LUNCH - Flint Hills Room

1:00-2:30 - "ZOOM IN AND FOCUS"

2:30-2:45 - BREAK

2:45-4:00 - "ZOOM IN AND FOCUS" (cont.)

4:00 - ADJOURNMENT

NOTICE OF NON-DISCRIMINATION

K-State University is committed to a policy of
discrimination on the basis of race, sex, national
origin, handicap, or other non-merit reasons. In
admissions, education programs or activities, and
employment, all as required by applicable laws and
regulations. Inquiries may be addressed to Director,
Affirmative Action, Kansas State University, 207
Fairchild Hall, Manhattan, Kansas 66506 (913) 532-6220
or Director, Office of Civil Rights, Department of

Registration Form

EDUCATION FOR VIEWING.....Kids Discover
Media Workshop.
March 24, 1979
Kansas State University
NAME _______________________
ADDRESS _______________________
CITY _______________________
STATE __________ ZIP ______

Work Phone __________ Home Phone __________

Please make checks payable to: KANSAS STATE
UNIVERSITY, and mail this form with your check
to:
Conference Office
Wareham Building
1623 Anderson
Manhattan, KS 66502
(913) 532-5975

Workshop $19.00
Salad Buffet $ 3.50

Oh say can you see ??

Magic Movie Machines??
EDUCATION FOR VIEWING . . . Kids Discover Media

MEDIA DISCOVERY RESOURCES

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Movie Machines</td>
<td>Budd Wentz</td>
</tr>
<tr>
<td>Making Things</td>
<td>Ann Wiseman</td>
</tr>
<tr>
<td>Photograms</td>
<td>Pierre Bruandet</td>
</tr>
<tr>
<td>Make Your Own Animated Movies</td>
<td>Yvonne Andersen</td>
</tr>
<tr>
<td>Pictures Without A Camera</td>
<td>T. J. Marino</td>
</tr>
<tr>
<td>Shadow Theatres and Shadow Films</td>
<td>Lotte Reiniger</td>
</tr>
<tr>
<td>Steven Caney's Toy Book</td>
<td>Steven Caney</td>
</tr>
<tr>
<td>Teaching Film Animation to Children</td>
<td>Yvonne Andersen</td>
</tr>
</tbody>
</table>

MEDIA DISCOVERY PROJECTS

I. SIMPLE ANIMATION ACTIVITIES

<table>
<thead>
<tr>
<th>Title</th>
<th>Supplies</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOETROPE</td>
<td>container, adding machine tape, felt tip markers, a lazy susan, mat knives</td>
<td></td>
</tr>
<tr>
<td>FLIP BOOKS</td>
<td>staplers, scrap paper, felt tip markers</td>
<td></td>
</tr>
<tr>
<td>THAUMATROPE</td>
<td>adding machine tape, pencil, cardboard lids, rubber bands, rubber cement</td>
<td></td>
</tr>
<tr>
<td>SHADOW PUPPET</td>
<td>shoe box tops, tracing paper, double sided scotch tape, 2 flashlights, black construction paper</td>
<td></td>
</tr>
<tr>
<td>ANIMATED FACE</td>
<td>pizza rounds or paper plates, paper strips of posterboard or a similar material, magic markers</td>
<td></td>
</tr>
<tr>
<td>TRANSFORMATION</td>
<td>pictures, rubber cement</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Supplies</td>
<td>Procedures</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>SLIDES</td>
<td>old slides, clorox, Q-tips, bowl, permanent magic markers (sharpee is one brand)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>masking tape, seals, cellophane small pieces of acetate, rubber cement, scotch tape, hole punches, scissors</td>
<td></td>
</tr>
<tr>
<td>SCRATCH AND DODDLE MOVIES</td>
<td>bleached out filmstrips or super 8 films, permanent magic markers, straight pins or nails, scissors, VIEWER (filmstrip or super 8 projector)</td>
<td></td>
</tr>
<tr>
<td>PAPER CUP</td>
<td>paper cups (8oz), strips of plastic, permanent magic markers</td>
<td></td>
</tr>
<tr>
<td>PROJECTOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERHEAD PROJECTOR</td>
<td>contact paper, magazine pictures</td>
<td>(need to be clay based--cheap is the best)</td>
</tr>
<tr>
<td>for film strips, for story telling, for transfer prints</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. VISUAL PERCEPTION ACTIVITIES

<table>
<thead>
<tr>
<th>Title</th>
<th>Supplies</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIGHT SENSITIVE PRINTS</td>
<td>sunprint kits, objects, dispan</td>
<td></td>
</tr>
<tr>
<td>DOUBLE MIRROR DRAWINGS</td>
<td>double mirror, color chips</td>
<td></td>
</tr>
<tr>
<td>VISUAL PERCEPTION TOYS</td>
<td>scansoscope</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lensor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spec-viewers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>color paddles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mystery photo</td>
<td></td>
</tr>
<tr>
<td>MOIRE PATTERNS</td>
<td>magic moving pix book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organdy/screen wire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>idea: Kaleidoscope</td>
<td></td>
</tr>
</tbody>
</table>
SUN GOGGLES

MYLAR MASKS

ALUMINUM FOIL REFLECTORS

III. ADDITIONAL NOTES
IMPROVING MEDIA COMPETENCIES FOR TEACHERS THROUGH IN-SERVICE EDUCATION

by

BRENDA KAY WEIGEL

B. S., Kansas State University, 1966

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

1979
Educational media currently finds itself in the ironic position of being assigned an integral and indispensable part of the instructional process, while historic practice has assigned it the role of an aid or enrichment—supportive but supplemental to the actual teaching. Viable instructional media programs need to be developed that prepare classroom teachers with competencies relevant to implementing a wide range of new and diverse programs. One of the programs to be developed is in-service education. Although it is not a substitution for adequate pre-service media education, it can be an important competency factor. The main intent of incorporating good in-service training is to bring about desirable changes in teacher behavior.

For a first-hand experience in creating such a viable instructional media program for educators, a workshop—"Education for Viewing...Kids Discover Media"—was conducted by this writer on the Kansas State University campus. The purpose of this project was to become familiar with the various procedures for organizing and completing such an in-service experience. The project was designed and conducted in cooperation with the University's Conference Center. The budget was proposed on the basis of fifty participants. In addition to financial planning, consideration was also given to alternative room options, supply needs, and time allotments. Ginny Graves, a consultant in the field of interrelated arts for children, was the guest speaker for the workshop. The project director, in collaboration with Mrs. Graves, made
final decisions on date, participation hours, agenda, supplies and resource materials. A brochure was designed and mailed to 800 elementary librarians and teachers, pre-schools, and university departments of art, education, and family and child development.

On presentation day, thirty-six registrants investigated, constructed and experimented with various displays following a multi-media presentation and introductory lecture by the consultant. At the completion of the workshop, the participants expressed approval of the practical aspects of the conference. Staff evaluations following the conference also indicated that the undertaking had been a positive effort for all those involved, whether as staff or student.

As evidenced with this workshop experience, in-service education is vital to up-dating professional competencies of teachers and librarians. It should become an individualized obligation to accept, encouraged by good supervision, a continuous program of self improvement. At the present time the development of these in-service educational training programs is very much on the increase. In-service training is a continuous dynamic process, flexing, changing, and adapting to best serve teachers and the entire educational system.