

# **ILLEGIBLE DOCUMENT**

**THE FOLLOWING  
DOCUMENT(S) IS OF  
POOR LEGIBILITY IN  
THE ORIGINAL**

**THIS IS THE BEST  
COPY AVAILABLE**

**AUDIOVISUAL TECHNOLOGY: MOTIVATOR OR ENTERTAINER?**

**by**

**CHERYL KAY WARDLAW**

**B. S. Kansas State University, 1972**

613-8301

---

**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**

**1973**

**Approved by:**

  
**Richard G. Hauser**  
**Major Professor**

LD  
2668  
R4  
1973  
W37  
c.2  
Docu-  
ment

**THIS BOOK  
CONTAINS  
NUMEROUS  
PAGES WITH  
THE ORIGINAL  
PRINTING ON  
THE PAGE BEING  
CROOKED.**

**THIS IS THE  
BEST IMAGE  
AVAILABLE.**

## TABLE OF CONTENTS

INTRODUCTION AND PROBLEM . . . . .	PAGE 1
Statement of problem . . . . .	2
Statement of hypothesis . . . . .	2
Rationale for hypothesis . . . . .	3
Operational definitions . . . . .	4
Significance of study . . . . .	4
REVIEW OF STUDIES EVALUATING PROJECTED VISUALS . . . . .	5
Televised instruction . . . . .	5
Motion pictures . . . . .	7
Slides . . . . .	9
Motion vs. non-motion . . . . .	11
Taped instruction . . . . .	11
Graphic presentation . . . . .	11
Audiovisual research and teacher behavior . . . . .	12
Specific conclusions . . . . .	14
DISCUSSION OF HYPOTHESES . . . . .	15
CREATIVE APPLICATIONS OF STATISTICAL DATA . . . . .	17
Television . . . . .	17
Cameras and film . . . . .	19
Slide/tape . . . . .	21
Spontaneous media . . . . .	23
Discussion . . . . .	24
FUTURE OF AUDIOVISUAL TECHNOLOGY . . . . .	25
REFERENCES . . . . .	27

## INTRODUCTION

My task which I am trying to achieve is, by the power of the written word to make you hear, to make you feel--it is, before all, to make you see. That--and no more, and it is everything. If I succeed, you shall find there according to your deserts: encouragement, consolation, fear, charm--all you demand--and, perhaps, also that glimpse of truth for which you have forgotten to ask.

Joseph Conrad in Preface to  
The Nigger of the Narcissus

Joseph Conrad knew the importance of total involvement of the reader. With only the written word, his task was a difficult one. How he would exclaim over the media available to teachers today!

Eckhardt (1973, p. 48) has described mass media as the whole electronic birdbath, from McLuhan's lightbulbs, lasers and computers through radio, television, film and records, to all the little goodies on Mission Impossible. In short, the whole I-don't-have-any-more-orifices-left-on-my-body-to-plug-this-thing-into trip.

With all of this technology available, why is there a cry for "relevance" by the students? Why do the teachers complain of a lack of motivation for effective learning in the classroom? When both the teacher and the student longingly wait for the three o'clock bell to release them from the four classroom walls to media that brings exotic lands, play-by-play sports events, interviews with famous people, or music to fit a mood--then something is missing from the curriculum.