IMPROVING MEDIA COMPETENCIES FOR TEACHERS
THROUGH IN-SERVICE EDUCATION

by

BRENDA KAY WEIGEL

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:

Michael O Calvam Ph.D.
Major Professor

ACKNOWLEDGMENT

TABLE OF CONTENTS

INTRODUCTION

Educational media currently finds itself in the ironic position of being assigned an integral and indispensible 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]

---

[1]p. 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.[3]

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.

---

[2]Klopf, p. 25.

[3]Ibid, 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.[4]

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

---

[4]Parker, (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,

---

[6]Alvin W. Zimmerman and Mildren H. Lavin, "Strategy for Media In-Service Motivation," Audiovisual Instruction, January 1974, p. 26.

ILLEGIBLE

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

ILLEGIBLE

DESIRE TO PARTICIPATE IN WORKSHOPS

Specific Media Competencies	Percentage
Dry mounting and laminating	67%
Utilization of videotape equipment	62%
Production of 8mm film	62%
Utilization of still photography	54%
Production of transparencies via thermal process	53%
Production of transparencies via inklift	52%
Coordination of multi-media presentations	50%
Production of 2 x 2 slides	50%
Audiotape dubbing	47%
Mechanical and dry-transfer lettering	47%
Development of slide titles and captions	47%
Review of equipment operation	46%
Preparation and editing of audiotapes	44%

TABLE 1

COMPETENCY CATEGORIES

General Categories	Ranking
Materials production	1
Materials presentation	2
Videotape utilization	3
Equipment operation	4

TABLE 2

DISTRICT RANKINGS

Production Categories	Ranking
Dry mounting and laminating	1
Overhead transparency production	2
35mm slide production	3
Audiotape production	4
Lettering basic graphics	5

TABLE 3

ATTITUDES TOWARD INSTRUCTIONAL MEDIA

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

TABLE 4
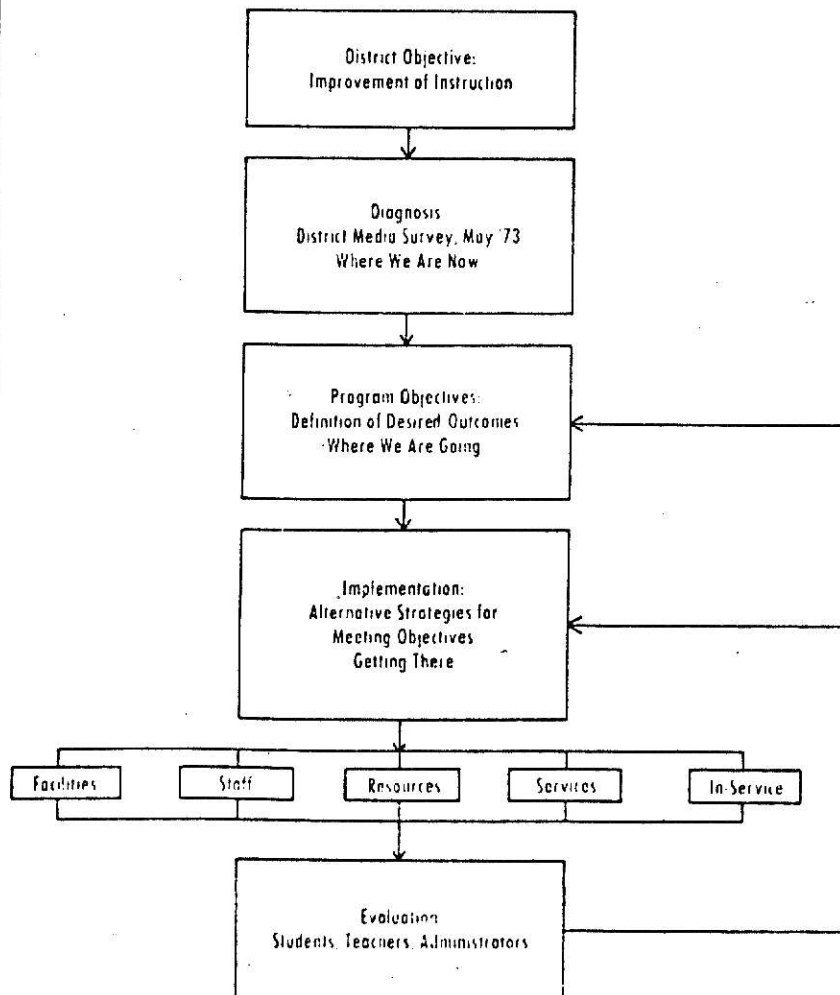
MODEL OF A SYSTEMS APPROACH TO A MEDIA PROGRAM

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

ILLEGIBLE DOCUMENT

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

THIS IS THE BEST
COPY AVAILABLE

P-474
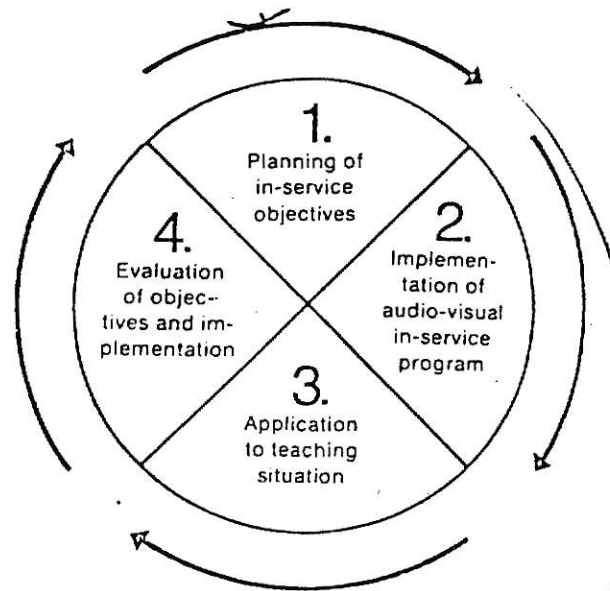
Figure 1. Four steps in continuous inservice development.

IN-SERVICE ACTIVITIES

SELECTION	UTILIZATION	PRODUCTION	EVALUATION	DISTRIBUTION
AV Catalog	AV Handbook	Graphic	Media comm.	AV repres.
Purchase	Demonstrate	Photograph.	Class. use	Newsletters
Consult	Visiting	Transparen.	Curr. plan.	Booking proc.
Preview	Facilities	Tapes, etc.	Experiment	Delivery
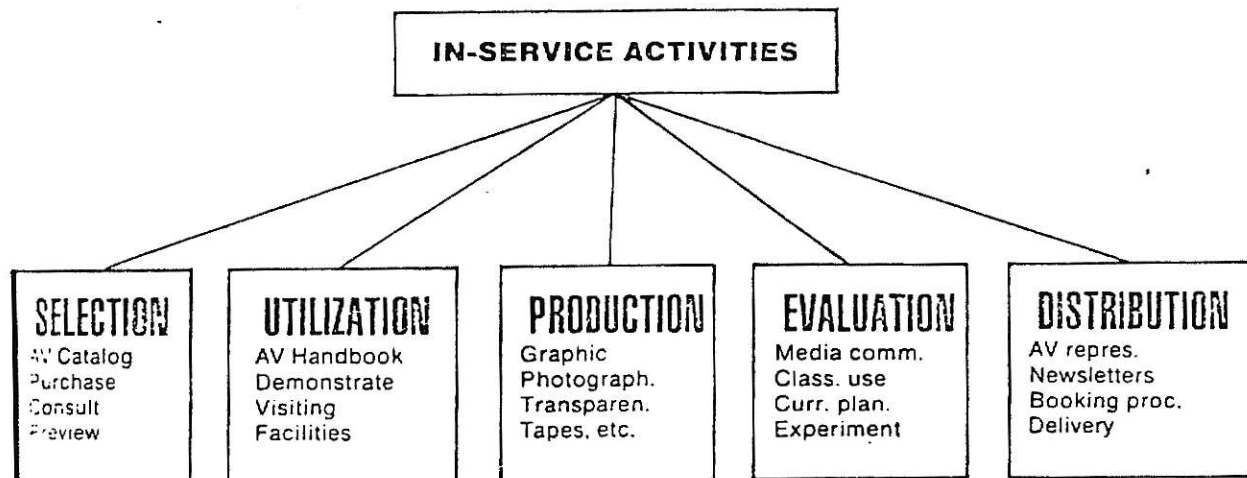
Figure 2. A representative sampling of the ways to realize the objectives of inservice activities.

SUPERVISORY FUNCTIONS IN AN A-V IN-SERVICE PROGRAM

STAFFING	EVALUATION	MOTIVATION	CONSULTATION	PROGRAM DEVELOPMENT
Prof.	Equipment	Liaison	Communication	Publications
staff	Materials	Visitation	Publications	Pilot projects
Non-prof.	Programs	Innovation	Visitation	Action research
staff	Use of a-v	Communicat.	Recog. needs	Facilities

Figure 3.

of in-service (see figure #1 on page 8)[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.[8]

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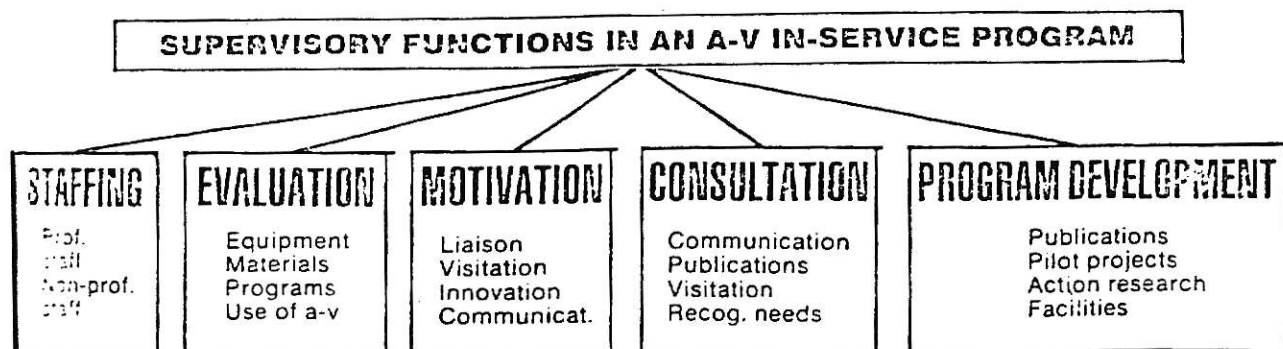Francisco State College. A recent report by members of
its evaluative team and its principal investigator contains
a list of "heuristic" guidelines which are cited here because
of their evident usefulness to media specialists who find
themselves working closely with teachers developing materials
to improve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

---

[7]John J. Chalmers, "Audiovisual Inservice Training,"
Audiovisual Instruction, May, 1977, p. 60.

[8]Ibid, p. 61.

7. avoid allowing the word (professional
    jargon) or manner (the dogmatic state-
    ment) to cut off communication

8. seek to understand the motivations,
    aspirations, interests, perhaps even mis-
    givings 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)[9]

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 dis-

covering 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

[9]James W. Brown, Administering Educational Media:
Instructional Technology and Library Services. (New York:
McGraw-Hill, 1965). Adapted from John B. Haney and others,
"The Heuristic Dimension of Instructional Development," in
Audiovisual Communication Review, vol. 16, pp. 358-371,
Winter 1969.

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; news
    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.[10]

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.[11]

In the National School Public Relations Association's

Inservice Education: Current Trends in School Policies and

Programs, Hilmar Wagner, associate professor of curriculum

---

[10]Nancy Polette, Developing Methods of Inquiry, (Metuchen,
New Jersey: Scarecrow Press, 1973). pp. 58-64.

[11]Bush in Rubin's book, p. 56.

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.

3. Practical information--almost step-by-step
    recipes--on how others approach certain
    learning tasks.

4. Meetings that are short and to the point.

5. An in-depth treatment of <u>one</u> 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 incor-
porating 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 pre-
school 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, KAEYC, 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 zeotrope, 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 icecream 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 photo- graphed 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 occuring 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

_____

[14]W. C. Mierchenry, "Media Competencies for Teachers,"
Audiovisual Instruction, January 1974.

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

Brown, James W., <u>Administering Educational Media: Instructional Technology and Library Services.</u> New York: McGraw-Hill Co., 1965. pp 351-358.

Erickson, Carlton W. H., <u>Administering Instructional Media Programs.</u> New York: Macmillan Company, 1968. pp 93-148.

Klopf, Gordon J., <u>Helping Adults Change.</u> In William H. Lucio (Ed.), <u>The Supervisor: New Demands, New Dimensions.</u> Washington, DC: Association for Supervision and Curriculum Development, NEA, 1969. pp 19-27.

National School Public Relations Association, <u>Inservice Education: Current Trends in School Policies and Programs.</u> Arlington, Virginia: The Association, 1975.

Parker, J. Cecil, <u>Guidelines for In-Service Education.</u> In Nelson B. Henry (Ed.), <u>In-Service Education for Teachers, Supervisors, and Administrators.</u> The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I. Chicago, Illinois: The University of Chicago Press, 1957. pp 103-128.

Polette, Nancy, <u>Developing Methods of Inquiry.</u> New Jersey: Scarecrow Press, 1973.

Rubin, Louis J. (Ed.), <u>Improving In-service Education: Proposals and Procedures for Change.</u> Boston, Massachusetts: Allyn and Bacon, 1971.

PERIODICAL ARTICLES

Chalmers, John J., "Audiovisual Inservice Training." <u>Audiovisual Instruction</u>, May 1970, p 60.

Meierchenry, W. C., "Media Competencies for Teachers." <u>Audiovisual Instruction</u>, January, 1969.

Zimmerman, Alvin W. and Lavin, Mildred H., "Strategy for Media In-Service Motivation." <u>Audiovisual Instruction</u>, January 1974, pp 26-28.

A P P E N D I X

APPENDIX A

CONFERENCE BUDGET PROPOSAL

Kansas State University
Division of Continuing Education
Conference Center

COPY

Agreement # - 20-20-48

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__
_____Cntr.
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 finacially "self-supporting basis."
Thus, the income from a conference must off-set 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:

_____   _Kay Weigel_____2/23/7,
Continuing Education Coordinator   Date   Conference Sponsor   Date

_Patricia E. Heinsohn_____2/20/79_
_MW S Rohosk._____2/21/79_   _____
Director, Continuing Education   Date   Department Head/Dean   Date

Pre-Conference Budget
Fixed Costs

ITEM	20-20-48	I Paid By Cont. Ed.	Obj. Code
Honoraria & Faculty Salaries			
Ginny Graves			
		$185.00	262
Continuing Education Staff Time			
Function: Time x Rate Subtotal			
Administration 1 x 24.05 = 24.05			1101
Coordination 10 x 19.52 = 195.20			1101
Registration 12 x 6.68 = 80.16			1000
Secretarial 2 x 9.26 = 18.52			1000
TOTAL		317.93	
Meeting Room Costs		30.00	232
Travel Cost			
Printing Costs Approx. 750 (1,000) brochures		130.00	221
Advertising			
Mailing (Postage & Handling)		70.00	201
Refreshments coffee, tea & rolls - registration lemonade - 2:30		50.00	320
Supplies			
Other			
Signs		7.00	221
Total		789.93	

(A) Total Fixed Costs = ___789.93___
(B) Estimated number of participants___50___
(C) Fixed cost per registration = ___15.80___
     (Total fixed cost ÷ Number of participants)

Pre-Conference Budget
Variable Costs
Per Participant

20-20-48

ITEM	I Paid By Cont. Ed.
Meals	
Optional Lunch @ $3.50	
Conference Materials name tags, meal tickets, etc.)	.40
Housing (If Part of Registration Fee)	
Handouts	.25
Other	
Union per delegate fee	.40
Art Supplies @ $2.00	2.00
Subtotal	3.05

Total Variable Cost $ 3.05

Total Fixed Cost/Registrant $ 15.80
   (from page 2 (C))

Total Fee Per Registrant $ 18.85

Registration fee set at $ 19.00

Pre-Conference Budget
Income
20-20-48

Registration **Fee**

	Number		Amount				Total
	50	X	19		=	$	950.00
		X			=	$	
		X			=	$	
		X			=	$	
				Subtotal	=	$	950.00

Meals (If Separate From Registration Fee)

	Number		Amount				Total
	35	X	3.50		=	$	122.50
		X			=	$	
		X			=	$	
		X			=	$	
				Subtotal	=	$	122.50

Housing (If Separate From Registration Fee)

	Number		Amount				Total
		X			=	$	
		X			=	$	
		X			=	$	
		X			=	$	
				Subtotal	=	$	

Other

Source

	=	$	
	=	$	
	=	$	
	=	$	
Subtotal	=	$	

TOTAL   = $ 1072.50

Pre-Conference Planning
Outline of Responsibilities

Responsibility	Cont. Ed.	Sponsor	Other
Conference Design		X	
Procure Speakers & Resource People		X	
Housing Arrangements	X		
Meeting Room Arrangements	X		
Brochure Design & Printing	X	X	
Mailing Lists	X	X	
Mailing	X		
Other Publicity	X		
Posters & Signs	X		
Registration Services	X		
Handouts	X		
Meal Arrangements	X		
Refreshment Arrangements	X		
Conference Proceedings		X	
Other			

APPENDIX B

CONFERENCE BROCHURE

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

KSU
KANSAS
STATE
UNIVERSITY

Conference Office
Wareham Building
1623 Anderson Ave.
Manhattan, KS 66502

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)

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) 532-5575

Workshop $19.00
Salad Buffet $ 3.50

Magic Movie Machines??

Oh say can you see??

29

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" .... at the world of Magic Movie Machines demonstrating simple animation activities. Flip books, slide making, scanoscope are only a few of the experiences we will discover (all involve inexpensive and readily available materials).

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

1:00-2:30 - "ZOOM IN AND FOCUS" .... your time to explore and experiment with the various activities you will want to incorporate in your school program. Idea development using your originality and creativity through visual perception.

2:30-2:45 - BREAK

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

4:00 - ADJOURNMENT

NOTICE OF NON-DISCRIMINATION

Kansas State University is committed to a policy of non-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 Health, Education and Welfare, Washington D.C. 20201.

EDUCATION FOR VIEWING

March 24, 1979
K-State Union
Manhattan, KS

WHY? How your children see the world depends on what you show them! This workshop provides an opportunity to discover creative methods of communicating with children through the use of visual media. Increase your point of view -- media is the message!

WHO? Elementary, pre-school, and church school teachers, librarians, media specialists, college students and all people who enjoy discovering new adventures will benefit from this "HANDS ON" experience. Working with kids and media becomes a participatory rather than a supervisory experience.

WHERE? K-State Union -- Room "K".

WHEN? March 24, 1979 -- 8:30 am to 4:00 pm.

WHO ELSE? Ginny Graves, Creative Consultant and Director of the "Discovery Series" --Shawnee Mission, Kansas.

Kay Weigel, College of Education, Department of Curriculum and Instruction, Media Center.

HOW MUCH? $19.00 Registration Fee -- includes supplies and a take home packet of ideas and instructions for projects using media discovery methods.

Optional Lunch -- $3.50 Flint Hills Room, K-State Union.

HOW MANY? Enrollment is limited to 50 participants, so register at your earliest convenience to assure yourself a place at the workshop.

APPENDIX C

VISUAL PERCEPTION
PROJECTS LIST

EDUCATION FOR VIEWING . . . . Kids Discover Media

MEDIA DISCOVERY RESOURCES

Paper Movie Machines . . . . Budd Wentz
Making Things . . . . Ann Wiseman
Photograms . . . . Pierre Bruandet
Make Your Own Animated Movies . . . . Yvonne Andersen
Pictures Without A Camera . . . . . . T. J. Marino
Shadow Theatres and Shadow Films . . . Lotte Reiniger
Steven Caney's Toy Book . . . . Steven Caney
Teaching Film Animation to Children . Yvonne Andersen
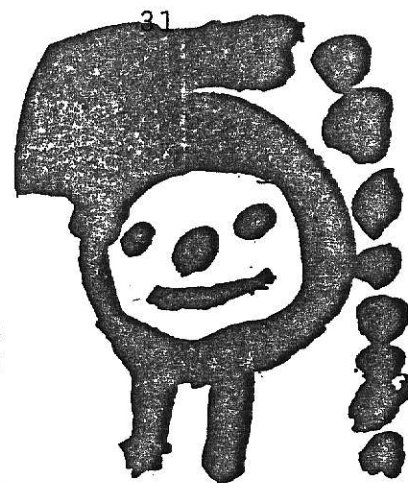
MEDIA DISCOVERY PROJECTS

I. SIMPLE ANIMATION ACTIVITIES

Title	Supplies	Procedures
ZOETROPE	container, adding machine tape, felt tip markers, a lazy susan, mat knives	
FLIP BOOKS	staplers, scrap paper, felt tip markers	
THAUMATROPE	adding machine tape, pencil, cardboard lids, rubber bands, rubber cement	
SHADOW PUPPET	shoe box tops, tracing paper, double sided scotch tape, 2 flashlights, black construction paper	
ANIMATED FACE	pizza rounds or paper plates, paper strips of posterboard or a similar material, magic markers	
TRANSFORMATION	pictures, rubber cement	

Title	Supplies	Procedures
SLIDES	old slides, clorox, Q-tips, bowl, permanent magic markers (sharpee is one brand) masking tape, seals, cellophane small pieces of acetate, rubber cement, scotch tape, hole punches, scissors	
SCRATCH AND DODDLE MOVIES	bleached out filmstrips or super 8 films, permanent magic markers, straight pins or nails, scissors, VIEWER (filmstrip or super 8 projector)	
PAPER CUP PROJECTOR	paper cups (8oz), strips of plastic, permanent magic markers	
OVERHEAD PROJECTOR for film strips, for story telling, for transfer prints	contact paper, magazine pictures (need to be clay based--cheap is the best)	

II. VISUAL PERCEPTION ACTIVITIES

Title	Supplies	Procedures
LIGHT SENSI-TIVE PRINTS	sunprint kits, objects, dispan	
DOUBLE MIRROR DRAWINGS	double mirror, color chips	
VISUAL PERCEP-TION TOYS	scanoscope lensor spec-viewers color paddles mystery photo	
MOIRE PATTERNS	magic moving pix book organdy/screen wire idea: Kaleidoscope	

SUN GOGGLES

MYLAR MASKS

ALUMINUM FOIL
REFLECTORS

III. <u>ADDITIONAL NOTES</u>

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.