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An Investigation of Audio-Visual In-Service Education in the Secondary Schools of Oregon

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AN INVESTIGATION OF AUDIO-VISUAL IN-SERVICE EDUCATION
IN THE SECONDARY SCHOOLS OF OREGON

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Jerry L. Nutt

July, 1969

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Schools throughout the nation have been possessed with a radical growth problem. They have been expanding to excess capacity with a student population explosion. This growth has prompted extensive educational research to develop programs and materials to meet the demands of large classes, crowded building conditions, and a wide range of student abilities. Thus, today's teachers have been offered many more teaching materials than their predecessors ever dreamed possible. This enormous range of technological material has caused an evaluation of classroom techniques. Recently, the teacher has gained access to the motion picture, television, radio, microfilm, recordings, and sound filmstrips, to mention only a few of the materials that further enhance instruction. Many of these materials require a thorough understanding of their function and operation in order to facilitate utilization within the classroom.

Teachers have been reluctant to accept these materials without training by professional educators. This has meant that school administrations have had to enlist the assistance of colleges or specialists to train school personnel in the operation of equipment and utilization of these materials. Recently, school districts have hired personnel to collect,

organize, produce, and instruct in the proper use of these new materials. This person was given the title of Audio-Visual Director, Audio-Visual Coordinator, Non-Print Librarian, or Audio-Visual Technician. This person was placed in charge of all instructional materials and equipment at the district and/or building level.

The audio-visual coordinator was a specialist trained to supervise all aspects of audio-visual technology. He had to organize and catalog all instructional materials, service and maintain equipment, act as curriculum consultant to the teachers, and conduct programs of instruction or in-service in the utilization of audio-visual materials.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to survey the secondary schools of Oregon to determine the status of audio-visual in-service education programs. It is the intent of the researcher to select from current literature general principles directly related to audio-visual in-service education. After identifying the principles through a careful study of the literature, a questionnaire will be constructed to determine how well the principles are being met by Oregon secondary schools.

Importance of the Study

The field of audio-visual technology has expanded rapidly in the past three decades; therefore, it is of value to pause periodically to determine the existing programs. The survey was developed to determine the necessity for further study in audio-visual programming. If the survey has shown that there is a need for further study; then, it has been of value in focusing attention in this area. If, on the other hand, the survey has shown that present programs of audio-visual instruction have been adequately structured, it has provided a guideline for continued progress in this field.

The criteria for the study were not selected as static formulae for in-service education. They were general principles drawn together to provide a basis for evaluation. If these principles have provided standards for the organization of a new program or for the revision of existing programs, then the study was of value.

II. DEFINITIONS OF TERMS USED

The following terms have been selected for this study.

Audio-visual. Audio-visual was defined as those instructional materials and processes used to convey meaning through the use of sound and sight symbols. The term is often referred to as educational media.

Audio-Visual Coordinator. The audio-visual coordinator was interpreted as an individual with the responsibility to supervise, disseminate, and provide instruction for the utilization of audio-visual materials within a school or district. The coordinator may be an instructor serving in a part-time capacity or a professional librarian or media specialist trained to administer audio-visual services.

In-Service Education. In-service was defined as activities to provide school personnel on-the-job training experiences designed to improve teacher competencies.

Continuous In-Service Education. This type of in-service education program as described in this study was to be considered "continuous" which allows educators to keep abreast of new knowledge and technology through periodic work sessions under the professional guidance of the audio-visual coordinator.

Instructional Materials Center. (IMC) The IMC has been interpreted as meaning the library and audio-visual complex of the school. The complex provides a resource center from which students and teachers can obtain a wide variety of instructional materials that fit their instructional needs, and receive professional assistance with their use.

III. LIMITATIONS OF THE STUDY

There are many factors that could have been considered in a study of this nature, however, by selecting general principles from current literature for audio-visual in-service education programs, a questionnaire could be constructed that would determine the status of audio-visual in-service programs in Oregon's secondary schools.

Certain limitations in the study had to be considered before the survey could be conducted. They were (1) the selection of the principles for the study, and (2) the design of the questionnaire to be mailed to the schools.

Selection of the Principles. The principles selected for the questionnaire were based upon theories advocated by authors of current literature in education. Frequency of use in the writing of these authorities was the determining factor for the selection of the principles. Although these were not the only ideas proposed, they represent the most substantial principles related to audio-visual in-service education.

Design of the Questionnaire. The construction of the questionnaire was limited to recommendations from Van Dalen, Understanding Educational Research, and Billett, Preparing Theses and Other Typed Manuscripts. Sentence structure and grammar were examined and

necessary corrections were made prior to preparing the final draft of the questionnaire .

The researcher hoped that the data provided by this survey would indicate what the present status of audio-visual in-service programs was in Oregon and provide information for possible improvement of those programs .

IV. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study has concerned itself with a review of the related literature , the development of the criteria for conducting in-service programs , construction of the questionnaire for gathering the data , and the tabulation and analysis of the data . The final chapter contains the summary , conclusion , and recommendations derived from the study .

CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. INTRODUCTION

Educational systems of America face a tremendous challenge. Research indicates that change is necessary for free public education to keep abreast of the demands placed upon it by a mobile, intellectual society. Schools must produce something dramatically better, because our society demands something drastically better, now and in the future (15:258). Change within our school systems indicate many things. One of them is improvement in teaching technique. Efforts toward change should be carefully planned and well designed to provide a clear sense of direction and purpose. Institutions and school districts appear to be so resistant to change that many reformers would settle for almost any kind of change on the assumption that a state of disequilibrium must be maintained to show significant direction (23:6).

Given the proper climate many ideas will come from teachers, however, before teachers can really accept educational technology for its impact on curriculum, and understand the proper context of its role in changing instruction, new attitudes will have to be developed through in-service education programs (3:268). In-service education is in its

broadest sense, all of the activities of a school system which promote the professional growth of teachers and administrators (17:40).

II. THE NEED FOR AUDIO-VISUAL IN-SERVICE EDUCATION PROGRAMS

Audio-visual in-service education has been viewed as being a pre-school workshop where teachers are informed about available equipment located in the building. The teachers develop confidence in operating equipment through demonstration and practice and are informed about the kinds and sources of materials available. Although in some instances in-service programs have been conducted on this basis, leaders of school systems are becoming aware of the fact that audio-visual education is necessary for better education. All personnel in school work need in-service education and a program that includes only volunteers is not satisfactory (9:337).

Audio-visual in-service education programs must improve competencies as well as provide practical preparation and utilization of audio-visual materials. New courses of study are being written and it would be alarming indeed to see the omission of audio-visual materials from this thinking (3:268). This would provide the opportunity to train teachers to use instructional materials while they are being instructed to teach the curriculum.

Many writers have indicated the importance of linking audio-visual in-service education with curriculum development and classroom instruction. Involvement of the curriculum director, principal, department head, and teacher in planning for an in-service program of this nature is necessary to expedite action at all levels and provide cooperation for professional development (28:335).

III. FRAMEWORK AND ORGANIZATION OF AUDIO-VISUAL IN-SERVICE PROGRAMS

Constant changes in media, materials, curricula, and conceptions of the role of the teachers all suggest the need for more effective continuing education of school personnel (8:240). Proposals for the development of effective audio-visual in-service training have recently been prepared by a number of our leading educational media specialists. These proposals were designed to be used in conjunction with curriculum development programs and operated on a continuing basis.

The earliest article located containing references to a continuing education program in audio-visual in-service education was by Schwartz (26:14). In 1950 he wrote:

There is a long range plan of in-service . . . [including] training classes as needs arise. (this may be done as part of the adult education program or [some other program]).

Professional growth is recognized . . . training is required periodically for advancement on the salary schedule.

This is an indication that educators were concerned about the trend that in-service education must take to satisfy the needs of education. However, audio-visual in-service is not a panacea for all educational problems; still under certain conditions it does prove valuable for all educators. This inspiring fact has prompted educators to investigate possibilities for further development of techniques in conducting audio-visual education programs.

Hass (16:13-14, 29-30) emphasizing the necessity of a continuous in-service education program stated it this way:

Continuous in-service education is needed to keep the profession abreast of new knowledge and release creative abilities. . . . An additional purpose is to give the much needed help to teachers who are new. . . . At least for the present, a third purpose . . . must be to eliminate deficiencies in the background preparations of teachers. . . . New teachers rarely begin their teaching service at the peak of efficiency. After a few years in college, beginning teachers are able to do little more than toddle through their new world of baffling pupil personalities and unfamiliar subject matter In recent years many school systems have as many as 30 per cent of their teachers starting their professional careers or possessing less than two years of experience.

In-service education is not a substitute for adequate preparation of the teacher. Colleges and universities must continue to prepare new teachers to the best of their ability. However, this does not relieve the task of the audio-visual coordinator to make a vital

contribution by up-dating and up-grading teaching practices with an adequate audio-visual in-service education program.

The National Defense Education Act of 1963-64 and the Elementary and Secondary Education Act of 1965 have recently funded numerous research programs in the educational field. One study funded by such a program was conducted by W. R. Fulton of the University of Oklahoma. The study produced two papers entitled Criteria Relating to Educational Media Programs in School Systems and An Instrument for Self-Evaluating an Educational Media Program in School Systems. The latter paper was accepted by the Department of Audio-Visual Instruction in 1966. Fulton (13:1) states in his papers:

The criteria . . . were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational programs Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country Although the list is fairly comprehensive, it is not intended to be all inclusive. Nevertheless, they [the criteria] should serve as guidelines for evaluating an educational media program. . . .

The criteria developed in Fulton's study were based on the assumption that a sound audio-visual in-service program would facilitate the improvement of instruction. Elements to be considered in a program of this nature were that (1) administrators and teachers must be committed to the use of audio-visual materials for instructional

purposes , (2) audio-visual materials are an integral part of curriculum and instruction, (3) an IMC is accessible to the faculty, (4) facilities are functional for the use of audio-visual materials , (5) the program is adequately financed, and (6) the staff is adequate and qualified to provide the services demanded by the program (14:1).

The study, as comprehensive as it may be, provides for a program of "continuous in-service education in the use of educational media . . . as a means of improving instruction" (14:3).

According to Allen (1:10):

If we are surprised at the prospect of an in-service program which is continually modifying itself to meet the demands of particular times, places, and people, then I would suggest that it is our naivety and temerity, not our sophistication and boldness, which is showing.

The previous authors have indicated the need for audio-visual in-service education programs to be offered in every school. These programs can become the "change agent" that will provide significant directions for tomorrows education systems. A comprehensive in-service program that integrates curriculum development and audio-visual instruction along with a variety of professional activities designed to promote the improvement of instruction will facilitate change toward new teaching practices,

Schools must design the audio-visual programs that most meet their needs, however, criteria for the development of the program should

be applicable to any school system. The criteria must provide general guidelines to assist in making judgements about the functions and services that are to be used.

IV. SELECTED PRINCIPLES FOR A SURVEY TO EVALUATE AUDIO-VISUAL IN-SERVICE EDUCATION PROGRAMS IN OREGON

Principle Number One

Audio-visual in-service programs need to be conducted for all staff members in every school. These programs should be designed as continuous, well organized training sessions geared toward the improvement of instruction.

Current literature indicates that this principle is supported through the writings of Allen (1:6-7), Bliven (3:268), Brown (5:189), Bush (6:15), Denmark (8:240), Durkee (9:337), Erickson (10:17), Foster (11:51), Fulton (13:1,14:1), Hunt (17:41), Jackson (18:14-15), Kinder (19:543), Lippitt (20:8), Moffitt (21:81), Noel (22:2), Schwartz (26:14), and Swearingen (28:335).

Principle Number Two

The audio-visual in-service education program should be a part of curriculum development to integrate audio-visual materials with classroom instruction.

This statement of principle has been noted in the writings of Allen (1:30), Bush (6:49-50), Denmark (8:240), Erickson (10:40-41), Fulton (13:3), and Noel (22:3).

Principle Number Three

Schools should employ an audio-visual coordinator. Part of this person's assignment should include supervising the audio-visual in-service education programs, assisting teachers with their planning, and providing information concerning new instructional materials and techniques.

Numerous authors have indicated that the above principle is necessary for adequate audio-visual programs. Among them are Brown (5:20), Bush (6:44), Erickson (10:12, 17, 76-77), Fulton (13:3, 10, 14:3), Jackson (18:18), Kinder (19:544), Lippitt (20:17), and Moffitt (21:24).

Principle Number Four

Teachers should be involved in planning and conducting audio-visual in-service education programs. The personnel such as master teachers and those presently using many audio-visual materials would be valuable for assisting in instituting such a program of in-service training.

The literature indicated these authors supported principle number four. They are Allen (1:30), Bush (6:39), Denmark (8:241),

Durkee (9:338), Erickson (10:87, 118-119), Fulton (14:4), Lippitt (20:4), and Turner (29:25).

Principle Number Five

Teachers should be trained to assist in the preview and selection of audio-visual materials.

Although this statement was not strongly supported it received attention from the following authors; Erickson (10:97, 151), Fulton (13:6), and Noel (22:26-28). These authors indicated that teachers should be trained to select and use materials designed to promote good teaching.

Principle Number Six

The school district should provide adequate funds for audio-visual in-service education programs at the building and district levels. These funds should be specifically allotted to the audio-visual program to insure its availability.

This principle is supported in literature written by Bush (6:58), Denmark (8:241), Fulton (13:8, 14:7), Jackson (18:16), and Schwartz (26:14).

Principle Number Seven

Schools should enlist the assistance of personnel from colleges and universities in the development and presentation of audio-visual

in-service education programs. This assistance would allow the school to provide training situations that are relevant to specific teaching needs.

Recommendations for the development of a program with cooperating colleges has been suggested by Bush (6:19), Erickson (10:97), Frye (12:590), Kinder (19:543), Lippitt (20:19), and Moffitt (21:28).

Principle Number Eight

The school should maintain a professional library of books and periodicals pertaining to the field of education. Contained in this library should be current literature and research on all aspects of audio-visual materials and practices.

The following authors have indicated a need for an ample supply of current articles in audio-visual technology. These authors include Erickson (10:105-106), Lippitt (20:24), Schreiber (25:61), and Schwartz (26:14).

Principle Number Nine

Every school should encourage teachers to attend audio-visual conferences, workshops, and institutes at the district, county, state, and national level.

Bush (6:49), Erickson (10:104), Fulton (13:6), and Lippitt (20:28), have pointed toward these programs to interest teachers in experimenting with new audio-visual materials.

V. SUMMARY

These principles, though general in nature, have provided a basis for the development of a questionnaire to evaluate the programs of audio-visual in-service instruction in Oregon's secondary schools.

Audio-visual in-service education programs need to be conducted in every school. They can become the "change agent" that will provide significant direction for tomorrow's educational systems. A comprehensive in-service program that integrates curriculum development and audio-visual instruction along with a variety of professional activities designed for the improvement of instruction will facilitate change toward new teaching practices.

CHAPTER III

CONSTRUCTION OF THE INSTRUMENT

I. INSTRUMENTATION

Before constructing the instrument it was necessary to determine what data would be pertinent to the study. Evaluative criteria had to be selected that would obtain accurate information in the following three areas: (1) the statistics of the school, (2) in-service programs presently being conducted, and (3) programs that the administration would recommend.

Structure of the Instrument

As the instrument was mailed it had to be a clear, concise, well-structured document. There would be no opportunity to return to the respondent to repeat the questions to be sure of proper interpretation.

The first portion of the questionnaire was designed to elicit basic information about the participating schools. Each school reported the number of teachers it employed, the number of secondary schools in the district, and the type of community served. To provide a system for evaluation, the schools were categorized according to student population. The four groups established were zero to five hundred, five hundred to one thousand, one thousand to one thousand five hundred, and over one thousand five hundred.

The two remaining sections of the questionnaire were structured to obtain information of audio-visual in-service programs.

The closed-form or structured questionnaire consisted of a prepared list of concrete questions that the respondent was to mark "yes", "no", or "no response". This series of questions was designed to permit respondents to express the audio-visual in-service programs currently being conducted in their respective schools. The following are examples of the closed-form question in the survey:

1. Do you have an in-service program or programs in your school?
2. Are teachers encouraged to attend institutes, meetings, demonstrations, and workshops in the utilization of audio-visual materials?
3. Are teachers encouraged to assist in the preview and selection of audio-visual materials for purchase?

The open-form questionnaire allowed the respondents to answer in their own words, what they would promote as an ideal audio-visual in-service education program in their building. This method of securing data allowed the respondents to reveal their attitudes toward these programs. Examples of the open-form question used in the survey are:

1. Describe any audio-visual in-service programs designed to promote the utilization of audio-visual aids now being planned or conducted in your building.
2. What would you promote as an ideal in-service education program within your building?

Test for Validity

To test the validity of the questionnaire a copy was given to the building administrators and department heads in one high school in the Beaverton School District. Each question was carefully analyzed to determine the clarity of structure and content. Continuity was of major importance and a few revisions were necessary. The preliminary sample was conducted with a selected group of administrators from the Beaverton School District. The sample proved satisfactory and a final draft was prepared. A copy of the final questionnaire may be found in the appendix.

II. TREATMENT

Letter of Transmittal

The letter which accompanies a questionnaire is of utmost importance to the success of the survey. Respondents should understand the reason for the survey and that reason should have universal appeal to them. The letter contained an explanation of the study and definitions of the terminology used in the questionnaire. As an incentive, the results of the survey were offered to those who desired them. A copy of the letter is included in the appendix.

Selection of the Sample

The selection of the population to be surveyed was limited to the secondary schools of Oregon. Principals were the selected

respondents because of their knowledge of programs within their respective buildings and every school does not employ a person to act as an audio-visual coordinator. The names and addresses of the principals were obtained from the 1968-69 edition of The Oregon School Directory.

Two hundred sixteen surveys were mailed on April 18, 1969. Each contained the questionnaire, letter of transmittal and a self-addressed, stamped return envelope. Numerous questionnaires were returned within the first week. During the second week the returns dropped. A reminder card was mailed to those principals not responding to the questionnaire. The card prompted an additional return of twelve questionnaires.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

The purpose of the questionnaire was to determine the status of audio-visual in-service education programs in the secondary schools of Oregon. The results of the questionnaire were used to allow the researcher to analyze the existing programs and make appropriate recommendations. The questionnaire was mailed to the principals of every secondary school in the state of Oregon. A total of 216 questionnaires were mailed.

The analysis of the questionnaire was represented through a written description for each question and a graph to illustrate the data. All Tables and Figures were constructed using the number of responses and per cent totals. The per cent totals were rounded to the nearest per cent to facilitate easier interpretation of the Figures. The numerical tabulation of the survey appears in page 63 of the Appendix.

There were 216 questionnaires mailed to principals of Oregon secondary schools. Of the number mailed, 147 questionnaires (68 per cent) were returned. The return represents an adequate cross section of the secondary schools of Oregon.

Table I shows the number of responses received from schools by student population.

TABLE I
RESPONSES FROM SCHOOLS GROUPED ACCORDING
TO STUDENT POPULATION

Size of School	Number of Responses	Per Cent Totals
000-500	89	61
500-1000	28	19
1000-1500	12	8
Over 1500	18	12
Totals	147	100

II. ANALYSIS OF RESPONSES TO QUESTIONNAIRE

A definite program of audio-visual in-service education is an important part of curriculum development for adequate classroom instruction. Figure 1 shows eighty-eight of the 147 Oregon secondary school principals indicated their district had made some provision for audio-visual in-service programs within their building. Although this is 59 per cent of the total responses, every school should offer some program of audio-visual in-service instruction.












Size of School	Number of Responses	Responses in Per Cent	
000-500	54 Yes		61
	34 No		38
	1 Not Applicable		1
500-1000	14 Yes		50
	14 No		50
	0 Not Applicable		0
1000-1500	6 Yes		50
	4 No		33
	2 Not Applicable		17
Over 1500	14 Yes		78
	3 No		17
	1 Not Applicable		5

FIGURE 1

RESPONSES INDICATING PER CENT OF SCHOOLS WITH AUDIO-VISUAL IN-SERVICE PROGRAMS

The eighty-eight principals listed the types of in-service programs they had presented.

TABLE II

RESPONSES TO AUDIO-VISUAL IN-SERVICE PROGRAMS
OFFERED IN THE SCHOOLS

Type of Program	Number of Responses	Responses in Per Cent
Pre-School Orientation	55	35
Building Staff Meeting	49	31
Departmental Meetings	23	14
Special In-Service Days	32	20

When asked if an audio-visual coordinator employed within the building conducted in-service programs, sixty-one of the one hundred forty-seven principals gave a positive response. This represents forty-one per cent of the schools responding. Figure 2 shows the responses of these schools. The highest correlation between the number of in-service programs offered by schools and those programs supervised by an audio-visual coordinator were in schools over one thousand five hundred. A comparison of this data with those presented in Figure 1, page 24, implies that seventeen schools conducted audio-visual programs without the supervision of an audio-visual coordinator.

Size of School	Number of Responses	Responses in Per Cent
000-5000	31 Yes	35
	42 No	47
	17 Not Applicable	18
500-1000	10 Yes	36
	11 No	39
	7 Not Applicable	25
1000-1500	7 Yes	58
	2 No	17
	3 Not Applicable	25
Over 1500	13 Yes	72
	3 No	17
	2 Not Applicable	11

FIGURE 2

RESPONSES INDICATING THE NUMBER OF AUDIO-VISUAL IN-SERVICE PROGRAMS SUPERVISED BY AN AUDIO-VISUAL COORDINATOR

The data in Figure 3 shows seventy schools indicated they had audio-visual coordinators with released time to perform their duties. These coordinators, twenty-eight full-time, twelve half-day, and thirty less than half day, represent 48 per cent of the total schools responding. In order to provide adequate in-service education, principals must provide ample time for the necessary personnel to supervise and plan for these programs. Comparing Figure 4 with Figure 1, page 24, reveals that coordinators are not able to supervise the audio-visual in-service programs due to lack of time for planning.

The principals, when asked if the audio-visual coordinator reserved time for individual conferences with teachers, indicated only fifty-three did allot time. The data in Figure 4 shows that many of the principals had not made provisions for time to allow the coordinator to discuss classroom problems.

Integrating of audio-visual materials with curriculum development and classroom instruction is of primary importance to the audio-visual coordinator. By participating in curriculum development the coordinator can promote the use of appropriate materials to be used in the classroom. Results presented in Figure 5 show only forty-four schools involve the audio-visual coordinator in curriculum development. The schools not involving the audio-visual coordinator in curriculum planning may not be promoting the proper utilization of many instructional materials that could improve classroom instruction.

Size of School	Number of Responses	Responses in Per Cent
000-500	14 full time	39
	5 half day	14
	17 less than half day	47
500-1000	4 full time	40
	2 half day	20
	4 less than half day	40
1000-1500	1 full time	12
	3 half day	38
	4 less than half day	50
Over 1500	9 full time	69
	0 half day	0
	5 less than half day	31

FIGURE 3

RESPONSES TO TIME ALLOTTED FOR AUDIO-VISUAL
COORDINATOR TO PERFORM HIS DUTIES

Size of School	Number of Responses	Responses in Per Cent
000-500	24 Yes	27
	12 No	13
	53 Not Applicable	60
500-1000	13 Yes	46
	2 No	8
	13 Not Applicable	46
1000-1500	4 Yes	33
	4 No	33
	4 Not Applicable	33
Over 1500	12 Yes	67
	2 No	11
	4 Not Applicable	22

FIGURE 4

RESPONSES INDICATING IF TIME WAS ALLOTTED FOR THE AUDIO-VISUAL COORDINATOR TO CONFERENCE WITH TEACHERS

Size of School	Number of Responses	Responses in Per Cent
000-500	24 Yes	27
	14 No	16
	51 Not Applicable	57
500-1000	9 Yes	32
	6 No	21
	13 Not Applicable	47
1000-1500	4 Yes	33
	4 No	33
	4 Not Applicable	33
Over 1500	7 Yes	39
	6 No	33
	5 Not Applicable	28

FIGURE 5

RESPONSES INDICATING WHETHER AUDIO-VISUAL COORDINATORS
WERE INVOLVED IN CURRICULUM PLANNING

Principals indicated that teachers do not participate to any great extent in the planning of audio-visual in-service education programs. Figure 6 shows fifty-six (38 per cent) of the one hundred forty-seven principals had teachers involved in planning these programs. Teachers are the ones using audio-visual materials in the classroom. They know what is important to the instructional format of their classes. It would be to the advantage of the schools to encourage teachers to assist in planning and conducting audio-visual in-service education programs.

Figure 7 implies that the majority of the teachers from the responding schools do not volunteer their time to assist in conducting in-service programs. Forty-six (31 per cent) principals replied that teachers in their buildings do volunteer time for in-service.

There were sixty-eight principals indicating that their district offers special programs in audio-visual instruction. These programs were workshops, extension courses, or resource speakers from local colleges or universities. Although this represents only 46 per cent of the total responses, schools with over one thousand students average 50 per cent and schools with more than one thousand five hundred students had a 67 per cent average as indicated in Figure 8.

Figure 9 indicates that one hundred five (71 per cent) of the principals responding, encouraged commercial companies to demonstrate

Size of School	Number of Responses	Responses in Per Cent
000-5000	38 Yes	43
	32 No	36
	19 Not Applicable	21
500-1000	8 Yes	29
	14 No	50
	6 Not Applicable	21
1000-1500	5 Yes	42
	3 No	25
	4 Not Applicable	33
Over 1500	5 Yes	28
	11 No	61
	2 Not Applicable	11

FIGURE 6

RESPONSES TO TEACHER PARTICIPATION IN
AUDIO-VISUAL IN-SERVICE PLANNING

Size of School	Number of Responses	Responses in Per Cent
000-500	30 Yes	34
	43 No	48
	16 Not Applicable	18
500-1000	8 Yes	29
	15 No	54
	5 Not Applicable	17
1000-1500	3 Yes	25
	6 No	50
	3 Not Applicable	25
Over 1500	5 Yes	28
	11 No	61
	2 Not Applicable	11

FIGURE 7

RESPONSES INDICATING IF TEACHERS VOLUNTEER THEIR TIME TO ASSIST IN CONDUCTING AUDIO-VISUAL IN-SERVICE

Size of School	Number of Responses	Responses in Per Cent
000-500	41 Yes	46
	47 No	52
	1 Not Applicable	2
500-1000	9 Yes	32
	17 No	61
	2 Not Applicable	7
1000-1500	6 Yes	50
	4 No	33
	2 Not Applicable	17
Over 1500	12 Yes	67
	5 No	28
	1 Not Applicable	5

FIGURE 8

RESPONSES FROM SCHOOLS INDICATING IF THEIR DISTRICT SPONSORED SPECIAL AUDIO-VISUAL IN-SERVICE PROGRAMS IN COOPERATION WITH A LOCAL COLLEGE OR UNIVERSITY

Size of School	Number of Responses	Responses in Per Cent
000-500	62 Yes	70
	24 No	27
	3 Not Applicable	3
500-1000	24 Yes	86
	3 No	11
	1 Not Applicable	3
1000-1500	5 Yes	42
	4 No	33
	3 Not Applicable	25
Over 1500	14 Yes	78
	3 No	17
	1 Not Applicable	5

FIGURE 9

RESPONSES FROM PRINCIPALS INDICATING IF THEY ENCOURAGE
COMMERCIAL COMPANIES TO DEMONSTRATE THEIR
PRODUCTS AS IN-SERVICE EDUCATION

their products as in-service education. Demonstrations of new products by a company representative is extremely desirable to interest teachers in the possibility of using the product. However, continuous in-service needs to be carried on to encourage competent utilization of the product by the teacher.

One hundred thirty principals stated they encourage their teachers to attend institutes, meetings, demonstrations, and workshops in the utilization of audio-visual materials. This is revealed in Figure 10 showing an average of 88 per cent of the principals favored attendance by teachers.

As indicated in Figure 11, schools do provide professional books and periodicals for teachers to read. One hundred twenty-nine (88 per cent) of the principals indicated they made provisions for these materials to be available in their building.

The data represented in Figure 12 indicates the district audio-visual director or his representative visits buildings in 54 per cent of the one hundred-forty seven responding schools. Too often the district personnel becomes involved and neglect to visit audio-visual coordinators in the schools. In order to understand the programs being used in each building and to allow teachers to become acquainted with him, the district audio-visual director should visit or send his representative to each respective school.

Size of School	Number of Responses	Responses in Per Cent
000-500	81 Yes	91
	6 No	7
	2 Not Applicable	2
500-1000	25 Yes	90
	3 No	10
	0 Not Applicable	0
1000-1500	7 Yes	58
	0 No	0
	5 Not Applicable	42
Over 1500	17 Yes	95
	0 No	0
	1 Not Applicable	5

FIGURE 10

RESPONSES FROM PRINCIPALS INDICATING IF TEACHERS ARE ENCOURAGED TO ATTEND INSTITUTES, MEETINGS, DEMONSTRATIONS, AND WORKSHOPS IN THE UTILIZATION OF AUDIO-VISUAL MATERIALS

Size of School	Number of Responses	Responses in Per Cent
000-500	80 Yes	90
	7 No	7
	2 Not Applicable	2
500-1000	26 Yes	93
	2 No	7
	0 Not Applicable	0
1000-1500	8 Yes	66
	2 No	22
	2 Not Applicable	22
Over 1500	15 Yes	83
	2 No	11
	1 Not Applicable	6

FIGURE 11

RESPONSES OF PRINCIPALS SHOWING THE ACCESSIBILITY OF PROFESSIONAL BOOKS AND PERIODICALS FOR TEACHER USE

Size of School	Number of Responses	Responses in Per Cent
000-500	46 Yes	52
	21 No	24
	22 Not Applicable	24
500-1000	16 Yes	57
	7 No	25
	5 Not Applicable	18
1000-1500	6 Yes	50
	2 No	17
	4 Not Applicable	33
Over 1500	12 Yes	67
	5 No	28
	1 Not Applicable	5

FIGURE 12

RESPONSES INDICATING IF THE DISTRICT AUDIO-VISUAL DIRECTOR OR HIS REPRESENTATIVE VISITS THE BUILDINGS

Figure 13 shows one hundred thirty-nine principals indicated their teachers are encouraged to assist in the preview and selection of audio-visual materials for purchase. This represents 95 per cent of the responding schools.

As shown in Figure 14, principals indicated that less than half of the responding schools had teachers trained in the techniques of materials selection. In all, forty-five schools indicated they had staff members with a background in the techniques of selecting materials. This is in contrast to the statistics depicted in Figure 13, where 95 per cent of the principals indicated their teachers were encouraged to assist in the preview and selection of materials. In order to adequately select materials teachers should know what to look for in the proper selection of visual aids.

Table 3 shows the number of responses from principals indicating the programs offered in their schools. The programs most often presented were demonstrations with one hundred two responses and exhibits of new materials and equipment with one hundred one responses. The two remaining programs were resource speakers with seventy-three replies and last was workshops with fifty-two responses. There were three hundred forty-seven schools which gave an average of 2.9 programs per school.









Size of School	Number of Responses	Responses in Per Cent
000-5000	85 Yes	 96
	4 No	 4
	0 Not Applicable	0
500-1000	27 Yes	 96
	1 No	 4
	0 Not Applicable	0
1000-1500	10 Yes	 82
	0 No	0
	2 Not Applicable	 18
Over 1500	17 Yes	 94
	0 No	0
	1 Not Applicable	 6

FIGURE 13

RESPONSES OF PRINCIPALS INDICATING IF THEIR TEACHERS WERE ENCOURAGED TO ASSIST IN THE PREVIEW AND SELECTION OF AUDIO-VISUAL MATERIALS FOR PURCHASE

Size of School	Number of Responses	Responses in Per Cent
000-500	26 Yes	29
	49 No	55
	12 Not Applicable	16
500-1000	11 Yes	39
	13 No	46
	4 Not Applicable	15
1000-1500	4 Yes	33
	5 No	42
	3 Not Applicable	25
Over 1500	4 Yes	22
	10 No	56
	4 Not Applicable	22

FIGURE 14

RESPONSES OF PRINCIPALS INDICATING IF THEIR TEACHERS HAD BEEN TRAINED IN THE TECHNIQUES OF SELECTING AUDIO-VISUAL MATERIALS

TABLE III

RESPONSES FROM PRINCIPALS INDICATING THE TYPE OF
AUDIO-VISUAL IN-SERVICE PROGRAMS THAT HAVE
BEEN PRESENTED IN THEIR SCHOOLS

Type of Program	Number of Responses	Responses in Per Cent
Resource Speakers	73	50
Demonstrations	102	70
Exhibits of New Materials and Equipment	101	69
Workshops	52	35

When asked if funds were allotted specifically for audio-visual in-service education the principals indicated in force that there were no funds for this type of program. Only twenty-one (14 per cent) principals indicated their schools had funds for audio-visual in-service programs. If schools are to have adequate audio-visual in-service education programs to train new teachers and provide in depth training for experienced staff, there will need to be specific appropriations to fund the program. Those in charge of planning an in-service program need adequate resources and materials.

Figure 16 shows that one hundred twenty principals (82 per cent) would favor a continuous audio-visual in-service education program that would be carried on as a means of improving instruction. This type of program would incorporate the procedures and types of in-service discussed in the data and Figures analyzed in this chapter. The principals that would favor a continuous in-service program may have to evaluate the current programs that are presently conducted in their buildings.

Size of School	Number of Responses	Responses in Per Cent
000-500	12 Yes	14
	75 No	84
	2 Not Applicable	2
500-1000	2 Yes	7
	25 No	89
	1 Not Applicable	4
1000-1500	2 Yes	17
	6 No	50
	4 Not Applicable	33
Over 1500	5 Yes	28
	12 No	67
	1 Not Applicable	5

FIGURE 15

RESPONSES OF PRINCIPALS INDICATING IF FUNDS WERE APPROPRIATED FOR AUDIO-VISUAL IN-SERVICE EDUCATION












Size of School	Number of Responses	Responses in Per Cent
000-500	73 Yes	 82
	8 No	 9
	8 Not Applicable	 9
500-1000	23 Yes	 82
	2 No	 8
	2 Not Applicable	 10
1000-1500	8 Yes	 66
	2 No	 17
	2 Not Applicable	 17
Over 1500	16 Yes	 89
	0 No	0
	2 Not Applicable	 11

FIGURE 16

RESPONSES OF PRINCIPALS INDICATING IF THEY WOULD FAVOR A CONTINUOUS AUDIO-VISUAL IN-SERVICE PROGRAM IN THEIR BUILDING

III. ANALYSIS OF COMMENTS FROM RESPONDING PRINCIPALS

The final four questions in the survey were designed to obtain answers indicating the principals' personal attitudes toward audio-visual in-service education programs. Seventy-five of the one hundred forty-seven responded to the questions.

The principals were asked to describe any audio-visual programs currently being planned or conducted in their building. Many responded that they were in the process of planning future in-service programs. Special remarks such as the following, were made by various principals.

. . . currently completing an evaluation questionnaire which should give us immediate information on faculty A.V. competency, training, and frequency of use. The questionnaire is designed for video-scan computer analysis.

We are planning one for our fall in-service teacher program.

We are currently developing a written policy for staff involvement in materials selection.

We plan to conduct A V in-service sessions on a compulsory basis during the year 1969-70.

These comments were encouraging as it indicates principals are considering the possibilities audio-visual in-service education can offer teachers. Those schools that were presently conducting in-service

education indicated the programs ranged from pre-school in-service programs once every two years for equipment utilization, to complete courses and workshops covering all phases of audio-visual instruction. The majority of the programs described were overviews of the available materials at the building, district or county level; pre-school orientation to new instructional materials in the building; and short one day workshops conducted by a district or county audio-visual coordinator.

The principals were asked to comment on the audio-visual in-service program that would be most adequate for their building. They responded with the following comments.

Release time for the coordinator to actively participate with small groups or singly to develop teaching concepts.

About 2 Saturdays a year where commercial companies can be brought in . . .

Instruction of the teachers on how to use and care for equipment.

Pre-school inservice last of August and short meetings once each month . . .

Comments such as these prevailed throughout the questionnaire. There were twenty-two of the principals indicating they were interested in utilization practices only.

The only principals indicating they would consider a continuous in-service education program advantageous was with instruction on new materials. This contradicts the data provided in Figure 16, page 47,

where 82 per cent of the respondents indicated they would favor a program of this nature.

There were thirty-five of the principals that felt their recommended in-service programs would need to be conducted annually. Other principals indicated that audio-visual in-service programs should be conducted two or three times a semester, twice yearly, once every two years, and never unless needed to instruct in the use of new equipment.

Although a few of the responses were acceptable, most of the principals revealed they know very little about the functions of an adequate audio-visual in-service education program.

In responding to the method for funding the audio-visual in-service education program, fifty-one principals indicated they would use the district budget, ten would include this item in their building budget, and a few indicated they would charge the County Instructional Education District. Two principals felt there should be no expense involved in conducting an audio-visual in-service program.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to survey the secondary schools of Oregon to determine the status of their audio-visual in-service instruction programs. It was presumed that from the survey certain conclusions could be drawn in order to propose recommendations for the improvement of audio-visual in-service education in the schools.

The information gathered from reading the related literature was a most significant portion of the study. The literature revealed an abundance of material on in-service education. Although this material was not designed specifically for audio-visual in-service, many of the principles directly applied. Information was provided by the literature to identify general principles for effective audio-visual in-service programs. One of the most significant articles was "Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems." This article provided guidelines for the selection of many of the principles used in the construction of the questionnaire.

Numerous authors recommended the use of continuous in-service as the most practical type of program to effectively instruct in

all aspects of audio-visual education. This was the foundation upon which the principles were selected for the formation of the questionnaire.

Chapter III explains (1) the structure of the questionnaire, (2) the test of validity, (3) the letter of transmittal, and (4) the selection of the sample to be surveyed.

The questionnaire was designed in three sections. The first section was organized to elicit basic information about the participating schools in order to provide a system for evaluation. The second section contained the listing of questions to obtain information about the audio-visual in-service programs presently being conducted in the secondary schools in Oregon. The third and final section of the questionnaire was structured to gather data on the audio-visual in-service programs that the various respondents felt would be most advantageous in their building. This section allowed the respondents to reveal their attitudes toward the importance of audio-visual in-service education.

The selection of the sample was limited to the secondary schools of Oregon. Principals of the various schools were selected as the recipients of the questionnaire because of their knowledge of programs and familiarity with evaluative procedures.

The results of the questionnaires are located in Chapter IV. Two hundred sixteen questionnaires were mailed on April 18, 1969. Replies were received from one hundred forty-seven respondents.

The analysis of the questionnaires were represented through a written description for each question and a graph to illustrate the accumulated data .

Principals responded carefully to the first and second sections of the questionnaire . However, only about half of the principals responded to the third section that required short written answers .

Respondents indicated that about 50 per cent of the schools had audio-visual in-service programs . Pre-school orientation was presented most frequently with building staff meetings second . The data showed that this practice was in contradiction with the literature which indicates the principals need to evaluate their present programs .

According to the data less than half of the schools had audio-visual coordinators with released time to perform their duties . In some cases , audio-visual coordinators were not able to supervise the in-service programs that had been offered . Few of the coordinators were allowed time to hold conferences with teachers to discuss classroom problems .

The responses regarding the participation of the audio-visual coordinator in curriculum development revealed only 30 per cent of the respondents indicated their audio-visual coordinators had been asked to participate .

The responses showed the teachers did very little in planning and conducting audio-visual in-service programs. This is contrary to the reviewed literature. In most sources the authors indicated the teacher is an excellent resource for materials utilization and exchange of practical application of audio-visual materials.

The evidence indicated that 46 per cent of the schools responding offered special programs in audio-visual instruction. Most of the schools with a large student population had made provisions for programs of this nature.

Respondents reported that companies are encouraged to demonstrate their products as in-service education. The principals indicated this had been a most successful venture to interest teachers in new products.

According to the data a great majority of the principals encourage their teachers to attend institutes, meetings, demonstrations, and workshops in the utilization of audio-visual materials. It was at this point that the survey results and the recommendations in the literature were in most agreement.

Respondents indicated their schools have areas where teachers may obtain professional books and periodicals on audio-visual education.

The data indicated that the district audio-visual director or his representative make visits to the buildings to discuss audio-visual

functions with the teachers and to inquire about the programs being used in each building. The principals indicated favorably in ninety of the total responses on this question.

The greatest majority of positive responses from principals was that teachers are encouraged to assist in the preview and selection of audio-visual materials for purchase. The data represents 95 per cent of the returns. The greatest discrepancy appears here, however, as only 32 per cent of the teachers had been trained in materials selection.

As was expected, the principals indicated that funds for audio-visual in-service education were relatively non-existent. Only 14 per cent of the principals indicated they had appropriated funds for audio-visual in-service programs. The literature strongly emphasized that audio-visual in-service must be adequately funded to provide an outstanding training program.

Responses indicated that the majority of the principals favored a continuous audio-visual program as a means of improving instruction. Contrary to this response, many of the principals indicated the ideal in-service program for their building would be a short pre-school workshop covering available materials and where they may be obtained, the operation of equipment, and simple techniques for preparing audio-visual aids.

The most obvious conclusions which were derived from the data gathered in the research were (1) the secondary schools of Oregon need to evaluate again their current audio-visual in-service programs and (2) those schools planning future programs should take all phases of audio-visual in-service into consideration.

II. CONCLUSIONS

The responses indicated most of the schools lack adequate programs of audio-visual in-service education. The programs offered were apparently planned to alleviate immediate deficiencies detected in the instructional program. These stop gap programs temporarily relieved the deficiency. Nevertheless, to overcome inadequacies in the audio-visual program, continuous in-service education is necessary. The teacher training program must provide periodic evaluation of the skills being pursued. This would allow a planning committee to make immediate and long range plans for future in-service programs.

A majority of the principals indicated that although funds had not been available, they should be provided through the school or district budget. With an adequate supply of funds the program would be able to supply the necessary materials, personnel and equipment to provide meaningful activities for training teachers to make effective use of instructional materials.

III. RECOMMENDATIONS

The following recommendations were determined after a review of the literature and analysis of the results of the questionnaire.

1. All school administrators should consider designing a continuous audio-visual in-service education program that meets the needs of their building and staff. If audio-visual in-service instruction is going to be of value to teachers the greatest possible variety of activities should be made available for exploring possible innovations that are functional in the classroom.
2. Audio-visual coordinators should be employed, at least on a part-time basis, in every secondary school building to supervise all aspects of the audio-visual program. The coordinator should have released time to plan in-service activities for the teachers, counsel with those staff members interested in using audio-visual materials, and supervise the use and dissemination of all instructional materials within the building.
3. Teachers should be involved in planning and conducting audio-visual in-service programs. The staff, such as master teachers and those presently using instructional materials, would be valuable resources to assist their associates in using appropriate instructional materials in the classroom.
4. The audio-visual in-service program should provide professional consultation services from local colleges and universities. These services may be in the form of extension courses, workshops, resource speakers, and consultants on programming.
5. As a part of the audio-visual program, schools should provide and maintain a professional library containing current literature on audio-visual programs and other practices in the field of education.

6. The audio-visual coordinator should be involved in curriculum development to encourage the integration of audio-visual materials with classroom instruction. The assistance of an audio-visual coordinator in curriculum planning could provide the curriculum director with possible materials he had not considered.
7. Teachers should be trained in the techniques of selecting audio-visual materials both for use in their classroom and for purchase to be used in all classes in his field.
8. Teachers should be encouraged to attend audio-visual conferences, workshops, and institutes at the district, county, state, and national level.
9. Principals should maintain adequate funds in the budget for audio-visual in-service education. A program that would provide teachers with a wide variety of activities need resources to furnish materials and equipment.
10. The supervisors of the audio-visual in-service program should maintain a plan of constant evaluation in order to provide the activities most needed and desired by the teachers.

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APPENDIX

3420 N.W. 178th Avenue
Portland, Oregon 97229
April 18, 1969

Dear

This letter is addressed to you as the principal of an Oregon secondary school. Its purpose is to provide an introduction to the current audio-visual in-service practices in Oregon.

There are many ways of conducting in-service programs. The intent of this survey is to define the present status of such programs and to determine whether further efforts should be made to modify audio-visual in-service instruction.

The following definitions should be assumed for the survey:

Audio-visual -- Audio-visual is to be interpreted as those instructional materials and processes used to convey meaning through the use of sound and sight symbols. Often referred to as educational media.

Audio-visual Coordinator -- The audio-visual coordinator is defined as an individual with the responsibility to supervise, disseminate, and provide instruction for the utilization of audio-visual materials within a school or district. The coordinator may be an instructor serving in a part-time capacity or a professional librarian or media specialist trained to administer audio-visual services.

In-Service Education -- In-service is defined as activities to provide school personnel on-the-job training experiences designed to improve teaching practices. The in-service program described by the criteria established in this survey is to be considered "continuous." A program of this type allows educators to keep abreast of new knowledge and technology through periodic work sessions and professional guidance by the audio-visual coordinator.

Instructional Materials Center (IMC) -- The IMC shall be interpreted as meaning the library and audio-visual complex

provides a resource center from which students and teachers can obtain a wide variety of instructional materials that fit their instructional needs, and receive professional assistance with their use.

The data assembled by this survey will be used as the basis for a master's thesis. It may also be valuable to others who are interested in developing a definite audio-visual in-service program. If you wish a copy of the results, please check the space provided at the end of the survey.

I would like to thank you in advance for your cooperation.

Sincerely,

Jerry L. Nutt

SURVEY OF OREGON SECONDARY SCHOOL AUDIO-VISUAL
IN-SERVICE PROGRAMS

This is a survey of Oregon secondary school audio-visual in-service programs. The statistics obtained in the survey will provide data for a master's thesis. Please answer all questions that pertain to the program within your building.

Indicate the student population of your school in one of the following categories.

0-500	<u>89</u>	1000-1500	<u>12</u>
500-1000	<u>28</u>	Over 1500	<u>18</u>

How many teachers are employed in your school? _____

What type of community does your school serve? Rural 100
Suburban 30 or Metropolitan 9. **

**Not all of the Respondents completed this section.

	<u>Yes</u>	<u>No</u>	<u>Not Applicable</u>
1. Do you have an audio-visual in-service program or programs in your school?	<u>88</u>	<u>55</u>	<u>4</u>
2. Are these programs conducted as:			
a. pre-school orientation?	<u>55</u>	<u>4</u>	<u>88</u>
b. building staff meetings?	<u>49</u>	<u>7</u>	<u>91</u>
c. departmental meetings?	<u>23</u>	<u>8</u>	<u>116</u>
d. special in-service days?	<u>32</u>	<u>11</u>	<u>104</u>
3. Are audio-visual in-service programs conducted by an audio-visual coordinator employed within your building? (if your answer is "No" proceed to Question #7.)	<u>61</u>	<u>58</u>	<u>28</u>
4. Is this person:			
a. full time?	<u>28</u>	_____	_____
b. half day?	<u>12</u>	_____	_____
c. less than half day?	<u>30</u>	_____	_____

	Yes	No	Not Applicable
5. Does the audio-visual coordinator reserve time for individual conferences with teachers?	<u>53</u>	<u>20</u>	<u>74</u>
6. Is the audio-visual coordinator involved in curriculum planning in order to integrate audio-visual materials with the curriculum and instructional programs?	<u>44</u>	<u>30</u>	<u>73</u>
7. Do the teachers participate in planning the audio-visual in-service programs?	<u>56</u>	<u>60</u>	<u>31</u>
8. Do teachers ever volunteer their time to conduct programs?	<u>46</u>	<u>75</u>	<u>26</u>
9. Does the district offer special programs in this field in cooperation with a local college or university? (eg. workshops, extension courses, professional consultants, etc.)	<u>68</u>	<u>73</u>	<u>6</u>
10. Do you encourage commercial companies to provide demonstrations of their products as in-service education?	<u>105</u>	<u>34</u>	<u>8</u>
11. Are teachers encouraged to attend institutes, meetings, demonstrations, and workshops in the utilization of audio-visual education?	<u>130</u>	<u>9</u>	<u>8</u>
12. Are professional books and periodicals readily available for interested staff to read?	<u>129</u>	<u>13</u>	<u>5</u>

	Yes	No	Not Applicable
13. Does the district audio-visual director or his representative visit the building to discuss problems, policies and procedures with the staff?	<u>80</u>	<u>35</u>	<u>32</u>
14. Are teachers encouraged to assist in the preview and selection of audio-visual materials for purchase?	<u>139</u>	<u>5</u>	<u>3</u>
15. Have they been trained in the techniques of materials selection?	<u>45</u>	<u>77</u>	<u>23</u>
16. Have any of the following audio-visual programs been presented in your school?			
a. resource speakers	<u>73</u>	<u>35</u>	<u>39</u>
b. demonstrations	<u>102</u>	<u>24</u>	<u>21</u>
c. exhibits or new materials and equipment	<u>101</u>	<u>30</u>	<u>16</u>
d. workshops	<u>52</u>	<u>55</u>	<u>40</u>
17. Are any funds allotted specifically for audio-visual in-service?	<u>21</u>	<u>118</u>	<u>8</u>
18. Would you favor a continuous audio-visual in-service education program that would be carried on as a means of improving instruction?	<u>120</u>	<u>12</u>	<u>15</u>

PLEASE COMPLETE THE FOLLOWING QUESTIONS WITH SHORT ANSWERS

19. Describe any audio-visual in-service programs, designed to promote the utilization of audio-visual aids now being planned or conducted in your building.

20. What would you promote as an ideal in-service education program within your building?
21. How often should it be conducted on a formal basis?
22. How would you propose to fund this audio-visual in-service program?
23. Do you wish a copy of the results? Yes _____ No _____

J U S T A R E M I N D E R !

Your response is needed to provide an accurate picture of the "present status of A-V in-service programs in the secondary schools of Oregon."

Please complete the form and return it in the enclosed envelope. It will be greatly appreciated. Please ignore this notice if you have already returned the form.

Jerry L. Nutt
3420 N.W. 178th
Portland, Ore. 97229

CENTRAL WASHINGTON STATE COLLEGE

Graduate Division

Final Examination of

Jerry L. Nutt

B. A., Whitworth College

for the degree of

Master of Education

Committee in Charge

Dr. Donald J. Murphy

Dr. Charles W. Wright

William D. Schmidt

College Union Building

Room 208

Thursday, July 31, 1969

1:30 p.m.

Courses Included in Graduate Study

Required Courses

Education	507	Introduction to Graduate Study
Education	570	Educational Foundations
Education	552	Human Development - Advanced
Education	600	Thesis

Courses in Field of Specialization

Education	316	Instructional Aids: Utilization
Education	436	Instructional Aids: Production
Education	521	Instructional Aids: Administration
Education	417	Radio and Television in the Classroom
Education	555	Program of Curriculum Improvement
Education	550	Production of Photographic Instructional Materials
Library Science	360	Cataloging and Classification
Library Science	470	School Library Administration

Elective Courses

Recreation	207	Introduction to Recreation
Art	290	Photography
Education	567	Curriculum Materials (OSU)
Education	508	New Media (OSU)

BIOGRAPHICAL INFORMATION

Born: [REDACTED]

Undergraduate Study:

Whitworth College, 1958-1963 Major: History

Professional Experience:

Teacher: Elementary School, Grade 5, Cashmere, Washington,
1963-1965.

Librarian: Junior High School, Cashmere, Washington,
1965-1967.

Audio-Visual Coordinator: Sunset High School, Beaverton,
Oregon, 1967-1969.

Teacher: Adult Education in Photography, Beaverton,
Oregon, 1968.

Teacher: Adult Education in Photography, Forest Grove,
Oregon, 1969.

Certification:

Washington Standard Teaching Certificate

Oregon Basic Secondary Certificate

Oregon Standard Elementary Certificate

Additional Training:

National Defense Education Act Institute in Audio-Visual
Instruction, Oregon State University, Summer,
1965.

Please note:

Birthday redacted due to privacy concerns

AN INVESTIGATION OF AUDIO-VISUAL IN-SERVICE EDUCATION
IN THE SECONDARY SCHOOLS OF OREGON

by

Jerry L. Nutt

July, 1969

This paper presents an investigation of the audio-visual in-service education programs in the secondary schools of Oregon. A thorough study of current literature indicated a need for substantial programs of audio-visual in-service education. From this literature principles were selected to provide a basis for the construction of a questionnaire. A survey was mailed to the principal of every secondary school in Oregon. The principal's responses provided data used to propose recommendations for future consideration and planning toward audio-visual in-service education.