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A STUDY OF PROGRAMS AND COURSE OFFERINGS IN AUDIOVISUAL
EDUCATION AT SELECTED COLLEGES AND UNIVERSITIES OF THE UNITED STATES
(TITLE)

BY

THOMAS R. DRURY

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

EDUCATION 489

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1963
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

April 24, 1963
DATE

[REDACTED]

ADVISER

April 30, 1963
DATE

[REDACTED]

DEPARTMENT HEAD

PREFACE

As modern educational facilities and curricula attempt to meet the needs of an increasingly complex and populous society, the necessity for improved classroom instruction becomes evident. Educators are confronted with many problems that have existed for a long period of time, as well as those which are peculiar to the educational system today. It has become increasingly difficult for instructors to teach in a curriculum that is growing in scope as well as being one of constant change. Teachers are also faced with a problem of adapting instruction to larger classes, in which individual student participation is very difficult to achieve. With the greatly increased demands being placed upon educators, a question arises as to how the teacher can best communicate with the individual student within each class.

As evidenced by the brief introductory statements, educators must be concerned with increasing problems relevant to educational communication. Recent innovations in the technology of educational communication have made evident a need for a systematic evaluation of the school curriculum, its personnel, materials to be taught, and the integration of technological developments which seek to improve the effectiveness of instruction. Some doubt or question might arise from an attempt to include or even associate technological developments with an educational curriculum, but as a society achieves a growth in technology, educational adaptations of such developments will likely follow. The growth of technology in educational communications has been evidenced

only in recent years; many of the developments resulting from adaptation of devices used to train military and business personnel during the past several decades. Although considerable research will be required for any technological innovation in educational media, the necessity for such development in meeting the needs of future education is an obvious result. "A technological culture, by definition, is one that finds technological solutions to its problems. This means that the environment of the technological culture which contributed to the problems of education also contains the elements that can help to solve them."¹

Technological solutions to the problems of mass education require that specialists be trained for the purpose of designing and implementing systems that will facilitate mass instruction. As media specialists are trained, they are confronted by tasks that require diversification in the many areas of educational communication as well as assuming a leadership role with regard to administration of their program.

The media specialists highest call is to leadership in the application of technology to appropriate ends and under favorable circumstances. This leadership requires competence with respect to materials, machines, and pupils. It demands creative planning and the administrative skills necessary to develop new systems of instruction and appropriate patterns of organization.²

The rationale for the following study has been an attempt to determine the types of programs and course offerings that exist relevant to the training of communications media specialists. Constant change or

¹ "The Function of Media in the Public School," Audiovisual Task Force for the National Education Association, ed. Barry Morris, Audiovisual Instruction, January, 1963, p. 11.

² Morris, 12.

revision in a relatively new field of education also reveals a need to investigate the direction and scope of programs for the training of such specialists.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Introduction to the Study

Audiovisual education and the training of specialists for the field are relatively recent additions to the curricula of colleges and universities throughout the United States. Several reasons could be advanced for a rather rapid growth in this field. One must first consider the tremendous growth of the school population, and its related problems with reference to individual student participation and response. A great number of innovations and sophisticated devices for instruction have been developed. As a result of such growth and advancement, the field of audiovisual communications has been confronted with a problem of adapting the new devices to present curricula. In some instances, entirely new curriculum areas have resulted from technological developments in instruction.

Unfortunately, the training of specialists in the technology of instruction or communications media has resulted from efforts of a relatively small number of educators, many of whom hold differing views on the development or direction of the field. Only recently, through the Department of Audiovisual Instruction of the National Education Association, has there been a concerted effort to determine the role of audiovisual instruction in education. Even the terms associated with the field have been defined by this group in an effort to achieve both uniformity and understanding among all those concerned with educational

communication. Throughout the following study the author has attempted to utilize these terms and definitions, since they represent a rather comprehensive and authoritative study of the entire field.

Purposes of the Study

The purposes of this study were: (1) to determine the number of colleges and universities who have programs for training of media specialists in audiovisual communication, (2) to determine the type and scope of programs for training of media specialists in audiovisual communications, (3) to determine the number of audiovisual education courses offered at both the undergraduate and graduate level in each institution, (4) to determine the basic areas in which audiovisual education courses are offered at the various institutions, and (5) to determine new course offerings in audiovisual education that have resulted from recent technological developments in educational communication.

Terminology Used in the Study

Audiovisual Communication

"That branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process."³

Media Specialists

"That person who serves the general functions of instructional media, the first of which is to supplement the teacher through enhancing

³ "Monograph Number One of the Technological Development Project of the National Education Association," The Commission on Definition and Terminology, ed. Donald P. Ely, Audio-Visual Communication Review, II (January-February, 1963), p. 18.

his effectiveness in the classroom. The second general function is to enhance overall productivity through instructional media and systems which do not depend upon the teacher for routine execution of many instructional processes or for clerical mechanical chores."⁴

Instructional Technology

"As applied to educational instruction, a systematic body of facts and principles related to a comprehensive, practical and useful end."⁵

Instructional Materials

"A combination of audiovisual materials and printed matter to form a unified collection of all teaching resources."⁶

Teaching Machines

"Auto-instructional devices for individual instruction including individual reading pacers, individual viewing and listening equipment, language laboratories, programmed printed materials, and the true teaching machine which presents verbal and pictorial programs in various ways, electronic and mechanical so that the individual responds and is informed of errors and progress."⁷

Graphic Communication

"The preparation, presentation and interpretation of static two-dimensional symbolic visual material. The word symbolic is included to

⁴ Ely, 11-12.

⁵ Ely, 87.

⁶ Instructional Materials, Illinois Curriculum Program-Administration and Supervision Series, Bulletin A-3; Springfield, Illinois: Office of the Superintendent of Public Instruction, 1961.

⁷ Ely, 36-37.

indicate that most graphics are either representations of the original or the presentation of the actual originals themselves."⁸

Scope of the Study

The prime purpose of this study was to survey types of programs and courses offered at various colleges and universities throughout the United States. The institutions selected for the study were active participants in the Department of Audiovisual Instruction of the National Education Association.

In an effort to achieve a valid sample forty-four personal letters were written to audiovisual directors and department heads of the institutions.

Sources of Data

The data resulted from personal correspondence with the institutions selected for the survey and consisted of personal letters written to describe programs and courses offered, brief resumes of course listings, and college and university catalogs describing the types of programs and courses peculiar to each institution.

⁸ Ely, 52.

CHAPTER II

BASIC COURSE AREAS SELECTED FOR THE STUDY

Introductory Statement

Prior to the conduct of the survey, the author attempted to establish a criterion for determining the basic course areas in Audiovisual Communications. Such a criterion was deemed necessary in attempting to validate the study. Also evident was a necessity for exhibiting either a similarity or deviation among the programs offered in various areas of the United States.

Several procedures were followed in attempting to determine and define the basic course areas in audiovisual communications. As material was gathered for the study, a preliminary survey of data indicated several categories that appeared to be common to most audiovisual education programs. Through consultation with staff members of the Audiovisual Center at Eastern Illinois University, these seven criteria were determined:

(1) Selection and Utilization of Audiovisual Instructional Materials, (2) Preparation of Teacher-Made Instructional Materials, (3) Photography in Education, (4) Motion Picture Production, (5) Radio-Television Production, (6) Organization and Administration of Audiovisual Communications Programs, and (7) Programmed Instruction.

Following are brief descriptions of the basic audiovisual communications course areas included in the study. Other course areas that were indicated in the survey are summarized in the results acquired through the study.

Selection and Utilization of Audiovisual Instructional Materials

Courses in this basic category were generally offered to both graduate and undergraduate students, and in almost all instances, served as an introduction to the broad field of audiovisual communications. Students were first familiarized with the role of audiovisual materials in the field of educational communications. Experiences were then provided in learning the operation of all types of audiovisual equipment. Individuals were encouraged to use their personal initiative in the production of audiovisual instructional materials. Throughout the course, an effort was made to acquaint individuals with various methods of selection, utilization, and evaluation of audiovisual materials. An attempt was made to show the relationship between new technological developments in educational communication and their effect on the classroom teacher.

Preparation of Teacher-Made Instructional Materials

Courses within this area generally stressed the production of graphic or visual materials. Practice was provided in applying such techniques as mounting pictorial materials, lettering, and design of bulletin boards. Some emphasis was placed upon the preparation of pictorials, graphs, maps, charts, and posters for projected and non projected use. Much of the course work was devoted to individual projects as they reflect the teaching areas of the students.

Photography in Education

Instruction was provided in the theory and practice of photography as it was related to education. Opportunity to learn techniques and skills with various types of cameras was an objective of this course area. Darkroom techniques and skills were also objectives relevant to teaching

photography in education. Photographic audiovisual materials were studied according to scope and educational planning necessary for effective classroom use. Production of photographic materials was generally limited to the preparation of still pictures, slides, filmstrips, and projection transparencies.

Motion Picture Production

Within this basic course area the range was from background and theory to actual production techniques. Some courses dealt with the history and implications of the motion picture. Standards for evaluation and analysis of the motion were also considered. The actual production was almost an area within itself, since the factors involved are so numerous and varied. Consideration was given to photographic techniques, script writing, sound recording and synchronization, editing, animation, and the direction and production techniques.

Radio-Television Production

This category dealt with the utilization of radio and television in educational communication, although a major emphasis was usually placed upon the trend toward increasing activity in educational television. Courses were directed toward a development of comprehensive experience in the planning, organization, presentation, production and utilization of television in education. The theory and evaluation of both open and closed-circuit television was considered. Practical experience was provided in the operation of equipment. Because courses varied considerably between colleges and universities, a particular type of educational television could be stressed. Some types were: (1) direct or total teaching with television, (2) for supplementary teaching, (3) as an enrichment of the curriculum, or (4) use for observation purposes.

Organization and Administration of Audiovisual Communications Programs

The advanced courses placed considerable emphasis upon the role of an audiovisual director within schools and institutions of higher learning. The many facets of an audiovisual program were considered. Some of these were budgeting, equipment purchase and maintenance, programs for in-service training, production of materials, service-functions of an audiovisual program, and evaluation of various services.

Programmed Instruction

Basic theory and practice of individual instruction by means of programmed materials was a recent addition to audiovisual communications curricula. Since programmed instruction represents a relatively new phase of education, its implications and direction were areas of concern. Also included as a part of programmed instruction were "teaching machines," since many programs require them as a media of presentation. Numerous factors were relevant to the inclusion of programmed instruction in a curriculum, therefore, considerable experimentation and evaluation were integrated into the study of programming and its related equipment.

CHAPTER III

SURVEY RESULTS

This chapter will present data secured from a survey of audiovisual programs and course offerings at forty-three selected colleges and universities throughout the United States.

The Selected Sample

Personal letters were written to audiovisual directors and heads of departments of education at selected colleges and universities within the United States. As a criterion for selection, those institutions which were known to offer courses and programs in audiovisual education were selected. The major criterion for selection was active participation in the Department of Audiovisual Instruction of the National Education Association. A total of forty-three personal letters were written by the Audiovisual Director of Eastern Illinois University to the selected institutions. A total of thirty-nine or ninety-one per cent replied. The high percentage of return would appear to contribute to the validity of the study.

In addition to personal replies to the letters of inquiry, supplementary materials were provided by most of the institutions involved. These included: (1) program and course listings, (2) course syllabi, and (3) college and university catalogs.

Curriculum Programs for Training Audiovisual Media Specialists

The question of whether or not an institution offered a curriculum program for training media specialists was the first topic of the inquiry. In answer to this question, twenty-one colleges and universities indicated that programs were offered at their institutions. This number represented fifty-four per cent of the institutions that replied to the question. Such a percentage indicated that the colleges and universities selected for the study are placing considerable emphasis upon the role of audiovisual communication and instructional technology.

It was noted that several institutions offered programs for training media specialists in instructional materials, thereby inferring a combination of audiovisual education courses with associated areas of library science. A program for training media specialists in instructional materials was offered at the undergraduate level in one institution and a program for training media specialists on a seminar basis was offered at another.

Doctoral Programs in Audiovisual Communications

Of the institutions selected for the study five offered doctoral programs in audiovisual communications. This represents twelve per cent of the institutions responding to the survey.

Later reference indicated that only six universities in the United States offer doctoral programs in audiovisual communications. "For example, one may earn a doctorate with audiovisual specialization at Columbia University, Indiana University, Michigan State University, New York University, Ohio State University, University of Southern California and Syracuse University.⁹ New York University had been

⁹ Ely, 11.

selected for inclusion in the survey previously, but the author had deleted this institution from the study due to the death of the Audiovisual Director at the University.

Tabulation and Analysis of Data for Institutions That Offer Audiovisual Courses in the Basic Areas Selected for the Study

Selection and Use of Audiovisual Instructional Materials

Since this course area proved to be an introduction to the field of audiovisual communications, it was included in the curriculum of thirty-one of the colleges and universities selected for the study. This figure indicates that seventy-nine per cent of the institutions surveyed offer at least one course in educational communications. Almost all courses within this area were offered to both advanced undergraduate and graduate students. Only a few exceptions were noted, wherein the courses were offered at either the advanced undergraduate or graduate level only. Another exception noted was the fact that several of the institutions offering programs for training audiovisual media specialists also offer more than one introductory course. In a number of institutions, the courses were oriented to particular grade levels or subject matter areas.

Preparation of Teacher-Made Instructional Materials

The primary objective of this course area was to provide an opportunity for individual instructors to design and make use of visual materials that may improve their own instruction. Therefore, in many instances, courses were organized on a workshop basis. Such courses generally involved concentrated or extensive class work for time periods of a few weeks. Response to the survey indicated that twenty-two colleges and universities or fifty-six per cent of those replying to the survey

offered a course in this basic area. Although the course was offered at the advanced undergraduate level in many of the institutions, the majority of students who enrolled were teachers and included the course as part of their graduate work. An exception to this might involve the training of foreign students in the preparation and use of simple graphic materials that could become important curricular aids in educational systems of their countries. In all cases, whether at undergraduate or graduate levels, the practical application of techniques available was stressed.

Photography in Education

While considerable variance existed between institutions that offer educational photography ten colleges and universities or twenty-five per cent of those surveyed indicated that at least one course was offered. Several institutions offered as many as three or four courses in educational photography. Of those who responded as having only one course, it was evidenced that such a course presented the many techniques and applications of beginning photography and how it may be applied to educational communications. Teacher made slides and filmstrips were emphasized in educational photography. As a part of the more advanced photography courses offered in a few of the institutions, its theories, and photography as an art were criteria for course design. Another area in specialized photography for education dealt with photomicrography and how it could be integrated with the teaching process.

The majority of courses in photography were offered at the graduate level. Course programs in this specialized area were often adapted to the curricular programs of advanced graduate preparation. Educational photography was offered in only a small number of schools at the undergraduate level.

Radio and Television

Radio and television, with considerable emphasis upon the latter, has become a controversial area in educational communications. During recent years many experiments and programs in educational television have been implemented throughout the United States. Much attention has been directed toward these as a means of teaching larger numbers of students more effectively and in a manner that is compatible with education in a complex technological society. Courses in educational radio and television have grown greatly in number and scope during the past few years. As indicated by the survey, seventeen institutions offered at least one course in the educational radio and television as educational communications media. This figure represented forty-four per cent of the replies received as a result of the survey. A considerable number of colleges and universities offered more than one course and from personal correspondence with audiovisual departments of the various schools, statements reflected increasing emphasis in educational radio and television. The replies indicated that many of the institutions were revising audiovisual programs to include more instruction in all the phases of both open and closed-circuit television. This course area existed almost entirely at the graduate level.

Organization and Administration of Audiovisual Communications Programs

As the need for administration in educational technology and communications increases, additional personnel must be trained to implement and organize audiovisual programs in the many large school systems. Rather conclusive results were obtained in this area of the study, with twenty institutions or fifty-one per cent indicated at least one course in this area of media programs. All were at the graduate level, with

many indicating courses at both the Masters and Doctoral degree level. Within this area, courses were highly individualized in an attempt to adapt to needs and interests of the advanced graduate students.

Programmed Instruction

While only four institutions or ten per cent of those surveyed offered courses in programmed instruction, this area was included in the statistical survey because of the obvious emphasis being placed upon this type of instruction. From data collected in the survey, it was noted that programmed instruction has probably become the most experimental, complex, and controversial area of educational communications. The number of course offerings heretofore mentioned serve as almost conclusive evidence of the complexity of programmed instruction. So much of the programs and devices of programmed instruction are in experimental stages, that great difficulty arises when an attempt is made to offer a course in this area. Evaluation of programmed instruction has become increasingly difficult as curriculum and educational research groups have been unable to keep abreast of the introduction of a great variety of programs and techniques. Until valid conclusions are derived from exhaustive studies of programmed instruction, course offerings in this area will probably remain relatively few in number. Such a situation points to the great necessity for and responsibility of media specialists in audiovisual communications.

Other Course Areas Indicated in the Study

Following are some of the more limited and specialized areas of audiovisual communications programs that were indicated by the survey. While a wide variance exists among these specialized course areas, they

represent a concerted effort by institutions of higher learning to achieve the types of programs that would provide for the training of specialists relative to the growing technological implications of educational communication. Constant revision of courses and programs in audiovisual communications is necessary to stay abreast with the advancement of educational technology.

Graphics Production

Included in this area were courses for the design and techniques of visual materials as part of educational communication. Graphics courses are concerned with either the production of original materials or representations of original visuals. Educational motion pictures, filmstrips, and television have placed an increased demand on graphics production since graphic materials are utilized considerably in these areas. In an attempt to improve the quality of graphics in these areas, increased demand has been placed upon evaluation and interpretation of materials. In the colleges and universities that indicated either doctoral or media specialist training programs, graphics production departments performed many services for the other areas of audiovisual communications.

Electronics and Electricity for Audiovisual Equipment

Emphasis in electronics courses was placed upon the theories of electronics and electricity and their application in the design and maintenance of audiovisual equipment. As educational institutions grow in size and with an increased use of audiovisual equipment, it has become necessary to train personnel for the maintenance of such equipment. Personnel trained in the electronics of audiovisual equipment also become

important in the evaluation and selection of types of equipment that will best serve the requirements of constant use by numerous school personnel.

Planning and script Writing for Radio, Television, and Motion Picture

While this area might be included in radio, television and motion picture production it is a rather specialized phase of production requiring much pre-planning and correlation with the actual production process. Special courses for script writing and planning in these areas were generally offered in other departments such as speech, dramatics, and English.

Communications Media Design

The growing use of technology in communications has caused much interest in the areas of media design. The development of theories and the technological applications of new communications media were utilized in research in media design. The analysis and evaluation of the new media were also important aspects of this area. Courses were highly specialized and research in design was a prime area of interest. Highly sophisticated devices such as electronic computers were used for much of the research.

Organization of Curriculum Materials

A strong relationship existed between this course area and the organization and administration of audiovisual programs. More emphasis was placed on the curriculum materials and how they could be evaluated, organized, and made available for use by all school personnel. The development of professional libraries of curriculum instructional materials was included in this specialized category.

Considerable emphasis was placed upon the informal exchange of ideas and results of individual research.

Individualized Courses at the Advanced Graduate Level

Courses that are listed in this category were: (1) Problems in Audiovisual Instruction, (2) Research and Theory in Audiovisual Communication, (3) Workshop in Audiovisual Communications, and (4) Thesis in Audiovisual Communications. All the courses of this type were adapted to the graduate audiovisual programs at the colleges and universities included in the study. Such a wide variation existed between the scope and emphasis of programs that tabulation or comparison between institutions would have been virtually impossible.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this paper was to determine the scope and number of programs and course offerings in audiovisual education at selected colleges and universities throughout the United States. As a means of accomplishing this purpose, personal inquiries were sent to institutions that are active participants in the Department of Audiovisual Instruction of the National Education Association. In response to the inquiries, ninety-one per cent of the institutions replied to the questions asked. In many instances, the colleges and institutions also supplied additional data and materials that were of extreme value in analyzing programs and courses. The high percentage of return provided an excellent criterion for validation of the survey.

Of the many factors learned through the selected survey, a major one was the tremendous variations and scope of programs in audiovisual education. The schools offering programs for the training of media specialists varied considerably in major areas stressed. While most institutions offered courses in all the major areas of audiovisual communications, there was a lack of common agreement with reference to the ways that courses were organized.

Some of the institutions surveyed emphasized programs in production of audiovisual materials, while others were primarily concerned with the administrative aspects of an audiovisual specialist. In a few institu-

tions, great emphasis was placed upon research and the design of new technological media of instruction. When relating all the factors included in the study, it was evident that audiovisual specialists were aware of the great problems in a complex and constantly changing field of education and are making every effort to provide for adaptation and agreement in seeking a common goal.

The study did indicate several course areas that were common to almost all audiovisual programs. This might suggest a common pattern of other colleges and universities not included in the study.

A lack of agreement on terminology as a basis for common criteria was noted in the study. As audiovisual education programs and technological devices of communication and instruction have increased in number, a definite lag has resulted in defining various media and their purposes. Although such disagreement could prove to be a hindrance to the field of educational communication, the rapid expansion throughout various media areas has proved to be a natural result of these developments. Recently, attempts have been made to provide for common definitions and terminology to be used by members of the audiovisual education field. Whether such attempts will provide a common direction and objectives for educational communication is yet to be determined, but the attempt has resulted in a tremendous amount of research, study, and discussion by large numbers of recognized personnel in audiovisual communications.

The survey indicated new course areas that have resulted from technological developments in educational communication. An area of particular emphasis noted was programmed instruction. Although courses in this area were few in number, it was evidenced that much research and experimentation are being devoted to programmed instruction. It was

apparent that considerable effort was being devoted to design of devices for programmed instruction, as well as involved evaluation of devices already being utilized in this type of individualized instruction.

Conclusions

While there was a relatively high percentage of replies to the study inquiry, it should be noted that a selected sample may not necessarily reflect all the programs and definite directions of the audiovisual field. Therefore, more complete and extensive surveys might provide a more accurate and adequate description and direction of audiovisual communications.

Until common agreement is reached upon definition and terminology in audiovisual communications and technology, difficulty will arise when attempting a survey of the field. As communications media expand in scope even more precise definitions will be needed to differentiate between closely related terms.

A large number of institutions indicated that a revision of their audiovisual education program or curricula was imminent. This factor too, points to an increasing expansion in technological communications. As new devices result from research, development, and experimentation, it will become necessary to expand and revise audiovisual education curricula in an effort to provide trained personnel. Unless new devices are integrated and utilized properly within the educational curriculum, they may be of little value in improving instruction. Further study in the direction of audiovisual education curricula will be necessary if realistic programs for the improvement of instruction are to be achieved.

Recommendations for Further Study

The results of the study indicate certain recommendations which could be incorporated into further studies of audiovisual education programs.

(1) Since the survey was rather limited in the number of institutions included, due to criteria for selection, another survey involving a larger number of institutions should be conducted in an effort to ascertain a more overall picture of audiovisual education programs throughout the United States.

(2) Since evaluation of the programs and course areas was rather limited, more intensive study of the various courses and programs should be conducted.

(3) Because many colleges and universities are presently considering revision of audiovisual education courses and programs, extensive surveys should be made in the future as a means of determining the scope and direction of audiovisual education in relation to curriculum revisions in other areas of education.

(4) Since new media and technology are constantly being introduced in the field of educational communications, further study is necessary to determine their implications and impact on methods of instruction.

(5) Because many new course areas have been introduced recently in audiovisual communications, a detailed study of such course areas could provide valuable assistance in course revisions at other institutions.

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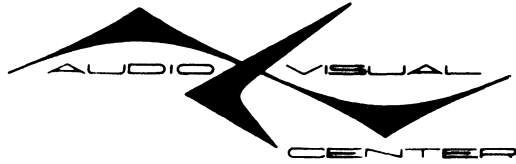
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APPENDIX A

PERSONAL LETTER UTILIZED AS A BASIS FOR THE SURVEY

APPENDIX A

PERSONAL LETTER UTILIZED AS A BASIS FOR THE SURVEY

**EASTERN ILLINOIS UNIVERSITY**

CHARLESTON, ILLINOIS

December 12, 1962

Dean, College of Education
The Pennsylvania State University
University Park, Pennsylvania

Dear Sir:

We are considering reorganization of the Audio-Visual Education courses at Eastern Illinois University. Prior to such reorganization, a study is being made to determine the program and course offerings of other colleges and universities in the audio-visual field.

Do you have an organized program for training media specialists? If so, would it be possible for you to send a copy of the courses that are used in your program at both the undergraduate and graduate levels. We would also appreciate a copy of your catalog. This might better enable us to compare course offerings at the various institutions through descriptions of such courses.

Sincerely yours,

Verne Stockman
Director

VS:hs

APPENDIX B

INSTITUTIONS THAT OFFER PROGRAMS FOR THE TRAINING OF
MEDIA SPECIALISTS IN AUDIOVISUAL COMMUNICATIONS

APPENDIX B

INSTITUTIONS THAT OFFER PROGRAMS FOR THE TRAINING OF
MEDIA SPECIALISTS IN AUDIOVISUAL COMMUNICATIONS

1. Boston University
2. University of Oklahoma
3. Stout State College
4. Columbia University
5. Arizona State University
6. Indiana State College
7. Western Illinois University (Undergraduate)
8. Indiana University
9. Southern Illinois University (Instructional Materials)
10. Ohio State University
11. University of Southern California
12. University of Utah
13. Kent State University
14. University of Massachusetts
15. Pennsylvania State University
16. State University of Iowa
17. Wayne State University
18. University of West Virginia
19. Syracuse University
20. Alameda State College (Seminar Basis)
21. Michigan State University