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THE UTILIZATION AND EVALUATION

OF CLOSED-CIRCUIT TELEVISION

(TITLE)

BY

Charles N. Sutton

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
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Education 560

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

1968

YEAR

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

July 16, 1968
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CHAPTER I

INTRODUCTION

The Adult Basic Education Program was established in 1963 under the administration of the Office of the Superintendent of Public Instruction. The program operates under an appropriation of state and federal funds. Its basic purpose is to enable recipients of public assistance to gain educational and vocational skills in order to become self-supporting and be better able to meet their responsibilities as citizens of their community, state, and nation.

The Illinois Basic Education Program is conceded, nationally, to be outstanding. Other states are patterning their legislation and programs after that which is operating successfully in Illinois. In Illinois this training is taking place in seventy-seven Adult Education Day and Evening Centers. Curriculums in these centers include vocational training in a wide selection of skills and instruction leading to a high school equivalency certificate.¹

The Mattoon Area Educational Extension Center was established on June 1, 1965. At this time its basic purpose was to upgrade the training of Public Aid recipients and to qualify them for existing jobs in a surrounding eight-county area. This included the counties of Coles, Cumberland, Clark, Edgar, Douglas, Moultrie, Shelby and Effingham.

Since its establishment, the Mattoon Center has expanded under other entitlements to educationally and vocationally upgrade other adults not on

¹Office of Superintendent of Public Instruction, Adult Basic Education in Illinois (Springfield, Ill., 1967), pp. 2-3.

Public Aid assistance. The programs are complimentary--the central goal being employment and sustained economic and cultural growth for individuals.

The Mattoon Center officially opened June 7, 1965, with a comprehensive offering of basic literacy education, intermediate education, General Educational Development, and occupational training in seven basic skill areas known to be in demand within the eight-county area.

Currently, seven occupational skills are taught: business, cash register operation and check out procedures, nurse aide, graphic arts, power sewing, home arts, and shop.

Business training includes typing, shorthand, business arithmetic, bookkeeping, IBM operations, and operation of various business machines.

Those in the nurse aide classes receive their academic work at the Center but spend two days per week in actual job experience at nearby nursing homes.

Power sewing students train on the same type production machines as those used in garment factories.

Shop training is designed to produce skills for light maintenance, custodial work, minor repairs to motors, minor plumbing, preventative building maintenance--in sum, the day-to-day needs in an office or school building.

The graphic arts instruction emphasizes techniques in the off-set printing process. This includes paste-up, camera work, opaqueing, striping, and press work.

Textual materials include both the standard programmed mathematics and reading texts and day-to-day practical materials such as shopping lists, magazines, pamphlets, and newspapers.²

²Mattoon Area Educational Extension Center, Spotlight on Education (Mattoon, Ill., 1967), pp. 2-3.

With this rather brief explanation of the school curriculum of the Mattoon Center, it is hoped that the reader will have some idea as to its educational setting and basic purposes. It is also essential that there be an understanding of this phase of adult education as compared to others or the total Adult Education Program. The outstanding characteristic of the Mattoon Center is not its curriculum, facilities, or television project. It is the rapport between teachers and students. The success of this type of program will depend greatly on the amount of sincere interest and dedication of the teachers. Mrs. Evelyn Carroll, who serves as full-time liaison at the Center on Public Aid matters, best describes this essential characteristic of the school by the following statement:

One of the major reasons for the success of the Mattoon Extension Center is the quality of the teaching. Not only are the teachers competent in their particular fields but equally important is that they have compassion and understanding for the Public Aid recipient who, in many instances, have a multiplicity of problems which in the past have prevented them from achieving occupational success.

It has been necessary for the teachers to modify their methods of teaching in order to permit each student to progress at his own rate due to sometimes marked individual differences in ability within classes.³

During the period of time that the Mattoon Center has been in existence, the administration and teaching staff have experimented with numerous materials and methods to evaluate their effectiveness in the classroom. This often has been necessary because suitable materials for this particular type of learning situation are scarce. In addition, the evaluation provides an opportunity to continually upgrade and improve the curriculum. With this in mind, the possibility of a closed-circuit television system was considered.

³Oral statement made by Mrs. Evelyn Carroll, Case Worker for the Coles County Department of Public Aid.

The origination of a proposed pilot project to explore the potential of closed-circuit television developed under the direction of Mr. Charles Crites, Mattoon Center Director, and Mr. Keith Lape, Principal. This proposal was planned and submitted to the Office of the Superintendent of Public Instruction and received approval on March 1, 1967.

The main purpose, as contained in the proposal, was stated as being the following:

The video recorder and closed-circuit television system is proposed as a teaching aid. The proposed project involving the video recorder is considered to have unlimited flexibility and advantages as an instructional aid in Adult Education. The effectiveness and adaptability of the aid in Adult Education need be evaluated in a setting that would be considered typical situations. It is not intended that this project will be able to cover all areas of using a video recorder and closed-circuit television system in Adult Education during the current project period. The proposed project will involve the entire student body of MAEEC (Mattoon Area Educational Extension Center) to help evaluate the effectiveness of a video recorder and closed-circuit television system.⁴

The duration of the pilot project was to cover an eighteen-month period. The beginning six months were spent completing the installation; the second six months were to be used for experimentation of various techniques; and the final six months, for developing successful methods and evaluation.

The proposal also stated the following as being possible avenues for experimentation and evaluation:

A. Large group-instruction--In the large group instruction the ability to view the instruction by all students at MAEEC is not always ideal. Also, the capacity of the rooms is not suitable to accommodate all students. With video tape recorder and monitors in the same room as the speaker or instructor, or in different rooms, all students may be accommodated to see instruction in detail. During the past summer

⁴"The Use of a Video Recorder and Closed-Circuit Television System as an Effective Teaching Aid at the Mattoon Area Educational Extension Center," prepared by the MAEEC, 1967, (Mimeographed.)

session two weekly sessions were conducted each week in the instruction of the Medical Self-Help and Civil Defense Class. Because of the large number, the students could not be accommodated in one room. Even those in the same room had difficulty seeing all the instruction in detail.

In addition to this past summer's experience, there is in the planning stage a similar type experience in group assemblies once a week primarily for family care. These assemblies will also be used for presenting current important information, such as marking of a ballot before elections.

B. Commercial educational television--With the present facilities producing educational television programs, the availability of the programs at the desired period of time is not always in agreement with the school day. Therefore, desired programs could be recorded and reproduced at the desired time. These programs could also be stored for future use. The video recorder is considered of particular importance for use of commercial television of educational facilities. The local Cable T.V. Company will provide in the very near future four educational facilities. They are one channel from the University of Illinois, two channels from Purdue University, and one channel from Southern Illinois University. Reception should be excellent with the facilities being provided by the Cable T.V. Company.

C. Preparations of job situations--The video recorder is portable to allow the machine (with permission of factory, hospital, etc.) to be transported to the desired location to record information pertaining to the prospective employment. This video tape might be of importance in the field trip preparation. From this recording special areas of concentration could be emphasized before visiting the establishment; or if visitation is impossible or impractical, the recording could be used as a substitute for the actual visitation.

D. Training and job improvement--The video recorder could be used as a student self-appraisal, as well as appraisal of job competency. The tapes could be viewed by the employer or prospective employer, job placement personnel, and the employee as to capabilities, personality, and personal appearance.

Also, practice sessions on interviews for employment will avail themselves for recording to provide vivid evaluation for all concerned.

E. Teacher training--With the approval of the teacher and his desire to improve his instruction, the video recorder could be used for personal self-evaluation of techniques and procedures. With the use of a video recorder an accurate record could be kept on an individual's weakness to be improved upon,

as well as his stronger area of teaching. In the teacher trainer institutes that may be set up, the video recorder could be used to view adult classes, as well as record teacher practice sessions, for viewing for constructive self-evaluation.

F. Outside events recorded for class--Events in the communities served by the school could be recorded and returned to classes for all to view and discuss. The video tape then could be cataloged for later use if it is of importance, or it could be erased and used again at a later date.

G. Advisory committee--Special events that have taken place could be recorded for the viewing at a time when the advisory committee is meeting. In this way, they would be better able to evaluate the recommended successful changes. The recording of the advisory committee meeting would provide a record of the committee for later viewing as to its recommendations and expectations of the school. The advisory committee, composed of County Superintendents of Public Aid and schools is to make recommendations to the school.

H. Historical record--With video tape an accurate record could be made of the development of the school as to the building changes and changes in students' appearances and attitudes. Records could be used to emphasize acceptable changes and to critically evaluate unsuitable changes.⁵

Determining the educational value of the television media was an essential part of the proposal. Since not only the Mattoon Center and its staff were interested, but also other adult education agencies, a thorough evaluation was to be planned and conducted. The following were offered as possible criteria for this evaluation:

A. Committee--A committee consisting of not less than five members and not more than seven composed as follows: Audio visual personnel, such as from Eastern Illinois University; an educator who has been and is aware of education in today's society; an individual familiar in the teaching and/or administration of Adult Education from the Department of Public Instruction; an individual from the Department of Public Aid (for many students are Public Aid recipients); remaining committee members from the community.⁶

⁵Ibid.

⁶Ibid.

The proposed committee would have complete freedom of records and information pertaining to the video recorder. The committee would be selected immediately after installation of the system and have complete freedom of evaluation of procedure to the completion of the suggested project period.

B. Experimental instructional aid with control and experimental groups--Because of the lack of a desired number of students, it is not feasible to have both experimental and control groups, as usually expected. It is suggested, however, that control and experimental groups be evaluated with the use of the video recorder. It is proposed that a predetermined lesson be taught with the use of the video recorder with observation made as to attention, interest, knowledge of material, absences, etc. With this aid the group would be tested both before the lesson and after the lesson was taught with evaluation of results at the completion of the final test.

The above information would be evaluated with another lesson where testing before and after the lesson was standard procedure but without the use of the video recorder. Again the information would be evaluated. The final comparison would be between the results of the lessons taught both with and without the video recorder.

It is not proposed that the above evaluation procedure be done only one time in a class, nor is it proposed that this means of evaluation be done in only one class. It is suggested that the above procedure be conducted in all classes and all sizes of groups that will submit themselves to such experimentation.

C. Teacher evaluation--The faculty at MAEEC is concerned with the instruction here. Therefore, if they are to effectively teach the adult in the most effective manner, it appears profitable that their prognosis of effectiveness would be of considerable value. However, concern for the fear of new aids is also a determining factor, at least in the preliminary introduction of the material.

D. Student Evaluation--As the adult is requested in many incidents to make judgments during his daily life, it may be helpful in evaluating the video recorder to consider his evaluation of the video recorder. The exact amount of importance is not determined herein, for the lesson taught might cause personal involvement.

E. Job Placement--The past record of placement and the effectiveness to which it was done may very well be compared to the future placement of students and the effectiveness to which it is done. In this area the employer of past students

and future students could evaluate the students' training and their ability to fulfill the requirement of the positions they are filling.⁷

During the past eight months the writer has been involved with the development and evaluation of the closed-circuit television project. It will, therefore, be the primary purpose during the remainder of this dissertation to explain the various ways the television media has been utilized and to determine its value as an instructional tool in this particular type of learning environment.

In order to effectively accomplish these goals it would seem feasible to examine each instructional area separately. Considerable time has been spent to develop this media effectively in each learning situation, especially in the various vocational areas. Therefore, in order to provide a valid evaluation, the effectiveness of the television media shall be made according to its various uses in the academic and vocational classroom settings.

⁷Ibid.

CHAPTER II

THE UTILIZATION AND EVALUATION OF TELEVISION IN BUSINESS EDUCATION

The business education classes have proven to be one of the more effective vocational training curriculums of the school. The main reasons for this success would seem to be due to the sincere interest of the teachers, a somewhat higher ability level of the students, perhaps more available opportunities for job placement, and a variety of instructional materials for classroom use. Specific areas of training include beginning and advanced classes in shorthand and typing, business mathematics and English, bookkeeping, and training with business machines.

The philosophy of adult education presents a challenge to teachers. Basically, the teacher must create an atmosphere of learning for each student as an individual. There must be an understanding of the students' abilities, background, and educational and vocational potential.

Often the underprivileged adult has been defeated by education in the past, and a renewed school experience presents a threat to his being. Adult education instructors, then, do not teach classes; they specifically instruct individuals with a one-to-one relationship according to the need and personality of the learner. This is the approach regardless of the fact that they meet as a group.

With the emphasis on individualized instruction there has developed a variety of possibilities for using the closed-circuit television media in teaching business education skills. In the remainder of this section

the more significant uses will be described and the methods which were employed for evaluation will be explained. The various evaluation forms will be summarized as each significant learning activity is explained.

Utilization of Closed-Circuit Television in Typing and Varityper Instruction

In the initial instruction to a beginning typing student, emphasis is placed on posture at the typewriter and positioning of the hands at the keyboard. It was decided that this might be a suitable lesson for a video tape presentation. Since this would involve a minimum of microphones, lighting, and additional visuals, it was selected as being one of our first program presentations. The classroom teacher did the advanced planning on the actual content of the lesson.

Upon completion of the preplanning, taping, and utilization of the program, it seemed essential to assess the reaction of the classroom teacher as to its effectiveness. This has since been done by use of a questionnaire on each of the various presentations which have been used during the school year.

At the time the teacher was involved in planning the content of the lesson, additional time was spent working on the preliminary details for taping the presentation. An evaluation form was completed by the writer after the taping and utilization of this program. This has proven quite valuable for later lesson presentations. When a classroom teacher has spent a considerable length of time preparing a television presentation, it was important to provide her with a suitable stage set on which to present her efforts and equipment which is functioning effectively. This could only be provided by advanced planning and preparation.

The program, "Typing Techniques," was to be viewed by a class of beginning typing students. Since it was one of our initial attempts,

there was a great deal of interest in the reactions of the students who viewed the program. So that this reaction could be assessed and recorded, an evaluation form was provided to and completed by eighteen beginning typing students. Copies of the evaluation forms are included at the end of this chapter (see Tables 1, 2, and 3). It was used not only for our initial presentation but for later programs. The students were encouraged to be critical of the program's quality and educational worth.

Since the students in this educational setting are adults and most were sincerely interested in self-improvement and because there was a close relationship between student and teacher, it is the opinion of the writer that the reactions to such a questionnaire provide a valid means of determining the success of a television presentation. It should be emphasized that at the Mattoon Adult Center most students are enrolled because they were interested in self-improvement. It was not the graded, closely structured curriculum found in the public school or college classroom. Students were encouraged to be critical of teaching procedures and of attempts to experiment with new educational ideas. It was found that they often were quite frank in their suggestions and provided some very significant criticisms.

After the beginning typing students viewed the program which illustrated and explained proper techniques, each individual was given an opportunity to perform what they had supposedly learned. Their performances were video taped for self-evaluation. They were then given an opportunity to see themselves and, in the presence of the classroom teacher, to discuss specific points for improvement. Many students were somewhat nervous and expressed dislike at being asked to perform on television. No one was forced into doing this activity, and each was given a right to refuse. When

they understood the purpose of video taping their performance and realized the value of self-evaluation, most were receptive to the idea.

As a follow-up to the teaching of this specific skill, the students were video taped periodically throughout the remainder of the semester. After the first few times most of the students became quite familiar with seeing themselves and using the television media. Those that had negative feelings in the initial stages demonstrated little concern when the camera was later present in the classroom. By replaying the first video tapes of the students' performances they could see the improvement which had been made during the course of study.

Training with the Varsityper was included as a part of the business education curriculum. This was a new addition to the program this year, and our typing teacher was called upon to provide the instruction for this business machine. The television media also proved to be quite effective and helpful in this situation.

When the equipment was delivered by the company, a sales representative was sent to explain and answer questions on the operation of the Varsityper. This explanation was video taped so that it could be used for later reference by the teacher if she so desired. Since the representative came from Springfield, Illinois, it would not only have been expensive but also time consuming to have him return. In the taped explanation questions were anticipated about the operation, adjustment, repair, and cleaning of this machine. This video tape was kept and it proved to be helpful not only to the teacher but also to the students as a means for providing them with background information on the Varsityper.

As the teacher prepared and planned each classroom explanation it was recorded. After the students viewed the tapes of each step to learning

the operation of the Varityper or had it explained by the teacher, whichever was preferred, it was used for self-evaluation. By viewing themselves in the presence of the teacher, the students could easily see the progress they were making and discover their specific points of difficulty. Evaluation forms relating to the taping of the Varityper instruction were also completed and are included at the end of this chapter (see Tables 4, 5, 6).

Utilization of Closed-Circuit Television in Shorthand Instruction

Two of the major problems the teachers at the Center have encountered during the three years of existence were the irregularity in attendance of some students and the enrollment of new students after they have begun instruction in a course. Thus, classes must include instruction at various levels and stages to span the levels and stages of the student's educational progress. When the ability level of each student was considered, the need for individualization in the teaching-learning process became quite apparent.

Shorthand has proven to be a highly specialized skill requiring consistent instruction on theory during the time the student was in the beginning stages of learning. Before proficiency and speed could be acquired, it was essential that the learner have a thorough understanding of the basic theory.⁸ As these lessons were presented by the classroom teacher, it became necessary that the student be present. Each daily lesson involved new theory presentation. If a student was absent for one day, two days, or longer, they missed essential background information.

In the education of adults, especially mothers with young children, attendance is often irregular. In an attempt to overcome this problem

⁸Louis A. Leslie and Charles E. Zoubek, Gregg Shorthand Functional Method (Gregg Publishing Company, Inc., 1963), pp. 5-8.

situation, video taped lessons on each new theory presentation were recorded. As the need arose the student was then provided the opportunity to view the appropriate tape at the level of their progress and development. When new students enrolled after a course of instruction was begun, they viewed video taped lessons in an attempt to bring them to the approximate level of the class at the time they enrolled. The lessons were also used for remedial help for students who needed to review or for supplementary help to those who could progress at a faster rate of speed. The classroom teacher was available to answer questions of the individual which were not included in the television explanation.

An evaluation form was completed by the student after each viewing of a televised lesson. It also served as a guide to the teacher in answering specific questions. Included, also, are the evaluation forms completed by the teacher and the Coordinator of Instructional Materials (see Tables 7, 8, and 9).

The Utilization of Closed-Circuit Television to Provide Field Trip Experiences for Business Education Students

One of the activities which was attempted in the experimentation with the television media was to use it to provide enrichment experiences. In business education instruction it was utilized by taking it to two local businesses. Video tapes were made of interviews with their secretaries and personnel employers, discussing specific business equipment which they used, office policies, and expectations of their employees. These video programs were then used by the classroom teachers to show actual on-the-job procedures and provide information to students on what might be expected of them when they become employed.

Even though there was some degree of success with this type of visitation experience, certain significant difficulties were encountered.

The recording equipment could not be considered to be easily portable. Both the Ampex Video Recorder 6075 and 7000 weighed approximately ninety pounds. Neither could be carried by one person. Lighting conditions were often poor in certain surroundings; thus, the video quality suffered greatly. If the equipment was being used in a busy office environment, the quality of the audio recording was often poor.

Preplanning a visitation was highly essential. Even at its best it was not always effective, nor would it eliminate certain difficulties. People who were not familiar with the use of the television media were often quite ill at ease when placed before a camera. It was essential that each person who was to be a part of the program knew what was expected and was fully prepared.

By video recording a visitation, the teacher had a permanent recording of the visit which could be viewed at her discretion and as many times as needed. Students who were absent at the time could see the visitation by means of video recording. In addition it seemed to have significance as a means of enhancing public and community relations. An example of the evaluation form used on one of our field visits is included (see Table 10).

TABLE 1

TELEVISION PROGRAM EVALUATION

Program Title: Typewriting Techniques
 Program Evaluator: Teacher
 Program Length: 22 minutes
 Date: October 9, 1967

1. About how much time did you spend preparing your presentation for this program? 15 minutes.
2. Did you construct any special charts, graphs, or other visual materials? No. If so, approximately how much time did you spend in their construction? None.
3. What was your reaction at being placed in the role as a television teacher? Nervous at the beginning, but as the lesson progressed I relaxed somewhat.
4. How much time was spent in the actual video taping of your program? One hour.
5. Did you feel you were prepared to present this program on television? Yes. Why or why not? I had taught the same lesson several times before, and I knew what I wanted to say.
6. What was your reaction to seeing yourself present this lesson? I was satisfied with my presentation. I thought I did one of my best presentations of this same lesson.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? Yes.
8. Was there a change in your attitude before and after making this program? Yes. If so, please explain. I was ready to tape another lesson. I was sold on TV's place in certain teaching situations.
9. Will this program be of value in the instruction of your students? Yes. If so, please explain. I have used this tape, and the students did benefit from the demonstration.
10. In your opinion what was the reaction of the students to your program? They enjoyed it very much.

Thank you.

Chuck Sutton

TABLE 2

TELEVISION PROGRAM EVALUATION

Program Title: Typewriting Techniques
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 22 minutes
 Date: October 9, 1967

1. How much time was spent in taking this program? One hour.
2. Were there any special difficulties encountered in making the program?
No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75mm, or zoom
 - c. Microphone - Lavielier
 - d. Lighting - 500 watt Photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She did an excellent job of organizing and presenting this lesson.
7. How was the program used in the classroom? This program was used to explain correct posture and positioning of the hands to beginning typing students.
8. Describe the students' reaction to viewing the program. They showed a great deal of interest in the program.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes No

TABLE 3

TELEVISION PROGRAM EVALUATION

Program Title: Typewriting Techniques
 Program Evaluator: Students
 Program Length: 22 minutes
 Date: October 9, 1967

The following questionnaire is meant to be an opportunity for you to give your own opinions concerning the program you just viewed. It is hoped that from your answers to the following questions, we can improve the quality of our television presentations. Please feel free to criticize.

1. Was the quality of the picture suitable for you to watch? yes - 100%
no - 0%
2. Was the voice clear and loud enough for you to hear? yes - 100%
no - 0%
3. Do you feel you learned anything new from the program? yes - 88%
no - 12%

If so, what was it?

The most common response indicated that the program illustrated correct posture, position of the feet on the floor, position of the hands at the keyboard, and proper finger positioning to reach certain keys.

4. Was there anything you would have liked to have seen that wasn't included?

No response

5. What suggestions would you make for improving this program?

No response

6. What did you feel were the good qualities or parts of the program?

Eleven students indicated that the program's outstanding quality was the organization and thoroughness of the explanation. The remainder did not indicate any outstanding quality.

Thank you.

TABLE 4

TELEVISION PROGRAM EVALUATION

Program Title: Varityper
 Program Evaluator: Teacher
 Program Length: Six 12-minute programs
 Date: November 5, 1967

1. About how much time did you spend preparing your presentation for this program? 2½ hours.
2. Did you construct any special charts, graphs, or other visual materials? No. If so, approximately how much time did you spend in their construction? None.
3. What was your reaction at being placed in the role as a television teacher? Since I knew the lesson was being taped, I tried to do my very best job of teaching the lesson. I was more careful and deliberate.
4. How much time was spent in the actual video taping of your program? Three hours.
5. Did you feel you were prepared to present this program on television? No. Why or Why Not? This was a new machine to me and I had not had any formal training in its operation. I was very unsure of myself.
6. What was your reaction to seeing yourself present this lesson? I thought I did a better presentation than I would have done if I hadn't taped the lesson.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? Yes, many.
8. Was there a change in your attitude before and after making this program? Yes. If so, please explain. I was willing to tape more lessons.
9. Will this program be of value in the instruction of your students? Yes, the students who received the TV lessons seemed to progress faster than the others.
10. In your opinion what was the reaction of the students to your program? They enjoyed it.

Thank you.

Chuck Sutton

TABLE 5

TELEVISION PROGRAM EVALUATION

Program Title: Varityper
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: Six 12-minute programs
 Date: November 5, 1967

1. How much time was spent in taping this program? 2½ hours.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She was quite interested in doing this specific activity. Since this was her first experience with this particular machine, she felt it helped greatly to plan her explanation to the students.
7. How was the program used in the classroom? It was used by individual students who were beginning to use the Varityper. They were first introduced to various skills by means of the television media. They were then video taped while performing specific skills. The student and teacher then evaluated the progress of the student.
8. Describe the students' reaction to viewing the program. All of the students who were a part of this activity were extremely receptive and expressed satisfaction with the results.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 6

TELEVISION PROGRAM EVALUATION

Program Title: Varityper
 Program Evaluator: Students
 Program Length: Six 12-minute programs
 Date: November 5, 1967

1. Was the TV presentation as meaningful as having the teacher explain the lesson to you? yes - 83%
no - 17%
2. Was the lesson explained thorough enough for you to fully understand? yes - 83%
no - 17%
3. List any questions you had about the lesson.
 - a.
 - b.
 - c. NONE
 - d.
4. How did you feel about performing the lesson on television?

Most expressed that they were nervous and did not do as well as they should have due to the presence of the television.
5. Was it of any help to you to see yourself on television? If so, please explain.

yes - 100%
no - 0%

The students felt the opportunity to view themselves was helpful. They indicated that by viewing themselves and discussing their progress with the teacher, they could solve any difficulties they were having.

Thank you.

TABLE 7

TELEVISION PROGRAM EVALUATION

Program Title: Beginning Shorthand Theory

Program Evaluator: Teacher

Program Length: Approx. 15 minutes each

Date: May 9, 1968

1. About how much time did you spend preparing your presentation for this program? 10 minutes for each presentation.
2. Did you construct any special charts, graphs, or other visual materials? If so, approximately how much time did you spend in their construction? None.
3. What was your reaction at being placed in the role as a television teacher? The first time I was nervous, but after continued tele-
vising I am much more relaxed.
4. How much time was spent in the actual video taping of your program? 30 minutes.
5. Did you feel you were prepared to present this program on television? Yes. Why or Why Not? I was prepared. Shorthand is my favorite
business course, and I enjoy my classes.
6. What was your reaction to seeing yourself present this lesson? After
seeing the tapes, I could see places where I could improve.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? I never present the theory lessons
in the same way so as to have variation from lesson to lesson. Maybe
one technique might have been better for another type of theory
presentation.
8. Was there a change in your attitude before and after making this pro-
gram? If so, please explain. At first I dreaded the lights and
machine, but it does not bother me at all now. After watching a
student take instruction from the taped lesson, I could see a definite
advantage in doing it.
9. Will this program be of value in the instruction of your students? If
so, please explain. Yes, my absences in my students make it very
worthwhile. Each lesson follows one another and that is the reason
for using the TV tapes.
10. In your opinion what was the reaction of the students to your program? Those students that have used the tapes have found them to be very
valuable. They enjoy the individual instruction. I think we will
need to replay it for the slower students.

Thank you.

Chuck Sutton

TABLE 8

TELEVISION PROGRAM EVALUATION

Program Title: Beginning Shorthand Theory
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: Approx. 15 minutes each
 Date: May 9, 1968

1. How much time was spent in taping this program? 30 minutes for each theory presentation.
2. Were there any special difficulties encountered in making the program?
No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Two Teisco 108 & Microphone Mixer
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. After initial nervousness she has become quite interested in preparing this series of lessons. She is now much more relaxed and is doing an excellent job in her presentations.
7. How was the program used in the classroom? These lessons will be used to provide remedial or supplementary help to individual students. Students who are absent will also make use of these tapes in order to make up assignments which they have missed.
8. Describe the students' reaction to viewing the program. Very favorable. They realize their possible uses and expressed satisfaction on their value in shorthand instruction.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 10

TELEVISION PROGRAM EVALUATION

Program Title: Visitation to Moody Manufacturing Company
Program Evaluator: Coordinator of Instructional Materials
Program Length: 30 minutes
Date: November 18, 1967

1. Purpose: To video tape the various office equipment and specific duties of the office personnel. To interview the personnel manager to obtain his expectations for employees whom he hires.
2. Equipment List
 - a. Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone: Ampex 2001
 - d. Lighting: Available Light
 - e. Helpers: Three
3. Special Difficulties: Poor lighting conditions causing reduced video quality. Before the program was completed the recorder quit operating.
4. Length of time required to tape program: two hours.
5. Length of final tape for presentation: 30 minutes.
6. Describe the reaction of the individuals involved: Very cooperative. Some secretaries showed nervousness at being video taped.
7. How was the program used in the classroom? Viewed by all members of the business department.
8. Evaluate its effectiveness: Due to the poor quality of the audio and video recording, the effectiveness of this program was less than should have been expected.
9. Save for future use - Yes - No

CHAPTER III

THE UTILIZATION AND EVALUATION OF CLOSED-CIRCUIT TELEVISION IN THE HOME ARTS CLASSROOM

Within the vocational training curriculum at the Mattoon Area Education Extension Center, utilization and evaluation of the television media has been attempted in Home Arts education. In the remainder of this section, as in the area of Business Education, two significant uses will be described and the responses of the students and classroom teacher will be included.

Specific goals in the Home Arts curriculum, as outlined by the instructor, Mrs. Virginia Goetz, include the following: to help the students to improve their self-image; to help the students to improve their home life through better nutrition, improved family relations and better management of their money; to learn certain necessary skills in sewing, food preparation, laundry, and home decorating. Much classroom time is devoted to the individual needs of the students. Discussion time often emphasizes child care procedures, family money management, proper diet, and meal planning, and other related responsibilities of the wife and mother of the family. Often the mother has the sole responsibility of managing the home, family, finances, and child raising. The specific goals were often most successfully obtained by providing the students with interesting and informative experiences related to their particular home situations.

In cooperation with Educational Television Station WILL, Champaign, Illinois, the Illinois Department of Adult Education has prepared a video-taped series entitled, "Home and Family Living." These sixteen 30-minute video tapes were designed specifically for the adult learner.

The general objectives, as outlined in the teacher's manual which accompanies the series, include the following:

1. To improve family relations within their families
2. To improve the nutritional adequacy of their diets
3. To improve clothing adequacy
4. To improve housing adequacy
5. To increase their understanding of market sources and values of comparative shopping
6. To increase their understanding and use of community resources
7. To increase self-esteem and recognition of the importance of the job of the homemaker
8. To plan ahead
9. To improve their decision-making ability and to understand the interrelations of their decisions
10. To encourage further education⁹

The programs were composed of three basic parts. A brief explanation, a main feature with varying emphasis, and a concluding message. The opening section was included to catch women's attention and to lift their spirits by showing inexpensive ways to add color and cheerfulness to their homes. Under factual relations were those dealing with self-esteem, confidence, and feelings and behavior of homemakers.

In the original planning it was intended that these programs would be shown on a weekly basis by either educational or commercial channels, and that teachers of under-educated adults might make use of the programs by watching as a class or by requesting the members to watch the programs between classes.¹⁰ Due to the inadequacy of the Mattoon Center's

⁹Eldora Longworth and Hazel Taylor Spitze, Teacher's Manual to Accompany the Video-Taped Series, "Home and Family Living," Office of Superintendent of Public Instruction, Department of Adult Education, p. 1.

¹⁰Ibid., p. 2.

television antenna system and conflicts in time schedules, it was impossible to successfully receive program broadcasts from Station WILL. In addition, several of the present students did not have television sets in their homes. These two circumstances prevented us from making effective use of the "Home and Family Living" series.

Since the facility included closed-circuit broadcast equipment and it was desirable to present the programs to our students at the appropriate time in their educational growth, the Center requested that the original video type presentations be dubbed on our video tapes. The classroom teacher selected twelve of the sixteen presentations which she felt would be the most helpful to her students. These were then transferred from the original two-inch tape to one-inch video tape. Station WILL performed this service at a total cost of \$150. It was then possible to view a specific program at the appropriate time in the learning process. For those students who were absent, or those who needed to have a program replayed, it became a simple matter of scheduling.

These video presentations included worthwhile suggestions to the viewer. Whether they fulfilled all of their intended objectives may be questionable. However, by appropriate program selection and follow-up discussions in the classroom they proved to be a valid addition to our Home Arts curriculum.

The evaluation responses concerning these video tapes are summarized by the students and classroom teacher in Tables 11 and 12.

One of the special activities undertaken in this classroom was the refinishing of old, but still usable, furniture. It was the belief that in many instances the students could obtain used furniture and with a

little effort make it attractive and usable in their homes. In an attempt to assist the teacher in the planning and development of this learning experience, the closed-circuit television facility was utilized. The basic purposes were to video tape the introductory explanation of the refinishing process. The teacher would have a step-by-step procedure for the refinishing of a piece of furniture. Again, this could be used by students who enrolled after, or were absent at the time of, the initial explanation. The basic outline for the presentation of this program followed that which was employed in the "Home and Family Living" series.

In the "Furniture Refinishing" program students were utilized to demonstrate the various steps and procedures of the explanation. In addition to the teacher, fourteen students were included in the forty-minute video tape. More meaning was derived when the students were directly involved. This became apparent in the use of the television media during this school year. Students showed more interest in presentations in which they were included or those presented by a teacher with whom they were familiar. This may be due to the fact that they realized the presentation was prepared and directed at their specific needs. The evaluation forms are included in Tables 13, 14, and 15.

The classroom teacher in the Home Arts Class, Mrs. Goetz, has demonstrated a great deal of interest in the use of the television media. She presented the video tape program, "Refinishing Furniture," to a class of graduate students at Eastern Illinois University. The purpose for this was to demonstrate to the group how various instructional aids were being utilized.

It would seem that in the Home Arts curriculum there were many possibilities for developing effective use of the television media. It

is hoped that the examples which have been described will provide the reader with some indication as to the ways of utilizing the closed-circuit facility.

TABLE 11

Television Program Evaluation

Program Title: Home and Family Living Video Tape Series
 Program Evaluator: Teacher
 Program Length: Seven 30-minute programs
 Date: February 17, 1968

1. Was the quality of the picture suitable for classroom use? Yes
2. Was the sound loud and clear enough for you to effectively hear? Yes
3. Did the lesson presentations satisfactorily fulfill the objectives?
Yes
4. Please list the outstanding qualities of the programs which you have used. The ideas which were presented were for the most part practical and usable in most homes. They added variety to daily teaching procedures.
5. What constructive criticisms would you offer of the programs which have been used in your classroom? They were above the level of some of the students. Not all of our students have available to them some of the materials needed for various projects.
6. Please describe the reaction of your students to this type of video tape presentation. They seemed to enjoy viewing the programs. They often had interesting discussions after the program.
7. Do you believe that these presentations effectively meet the needs of the students in your classes? Yes

Thank you.

Chuck Sutton

TABLE 12

Television Program Evaluation

Program Title: Home and Family Living Video Tape Series
 Program Evaluator: Students
 Program Length: Seven 30-minute programs
 Date: November 21, 1967 - February 17, 1968

The following questionnaire is meant to be an opportunity for you to give your own opinions concerning the "Home and Family Living" programs. It is hoped that from your answers to the following questions, we will be able to determine their value for classroom use. Please feel free to criticize and be as honest as possible.

1. Was the quality of the picture suitable for you to watch? Yes - 100%
2. Was the voice clear and loud enough for you to hear? Yes - 100%
3. Do you feel you learned anything new from the program? If so, what was it? Yes - 76%, No - 24%. Comments referred to specific lesson presentations and were very general in content. They did indicate that the students did realize and understand the objectives as outlined in the Teacher's Manual.
4. Was there anything you would have liked to have see that wasn't included? Yes - 46%, No - 54%.
5. What suggestions would you make for improving this program? Seven percent contained criticisms of the acting in the skits which were included in some programs. Eleven percent stated the programs were not always realistic to actual situations.
6. What did you feel were the good qualities or parts of the program? Eighty-six percent of the students responded to this question. Most of their comments referred to specific details included in individual programs. Twelve percent stated they saw no good qualities in the programs. Two percent did not respond.

Thank you.

TABLE 13

Television Program Evaluation

Program Title: Refinishing Furniture
 Program Evaluator: Teacher
 Program Length: 40 minutes
 Date: December 2, 1967

1. About how much time did you spend preparing your presentation for this program? one hour.
2. Did you construct any special charts, graphs, or other visual materials? If so, approximately how much time did you spend in their construction? one hour.
3. What was your reaction at being placed in the role as a television teacher? At first I was afraid of making mistakes or probably of seeing the mistakes I made in grammar.
4. How much time was spent in the actual video taping of your program? one hour.
5. Did you feel you were prepared to present this program on television? Why or Why Not? Yes, although I'm not an expert, I had done some studying before I taught the unit on refinishing furniture.
6. What was your reaction to seeing yourself present this lesson? It was fun. I would try it again.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? Yes, this was too lengthy. I believe the demonstrations by the student could be improved.
8. Was there a change in your attitude before and after making this program? If so, please explain. Not particularly.
9. Will this program be of value in the instruction of your students? If so, please explain. Yes, it will outline pictorially for students the steps in the unit on refinishing before the unit is started, and then they will have more of an idea of what was expected.
10. In your opinion what was the reaction of the students to your program? I believe they liked it.

Thank you.

Chuck Sutton

TABLE 14

Television Program Evaluation

Program Title: Refinishing Furniture
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 40 minutes
 Date: December 2, 1967

1. How much time was spent in taping this program? one and one-half hours.
2. Were there any special difficulties encountered in making the program? None.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone -
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. Her presentation was well-planned. Her description of the various steps was interesting and easy to follow. She seemed to enjoy doing this program and was satisfied at the results.
7. How was the program used in the classroom? To demonstrate to the students the various steps involved in successfully refinishing furniture.
8. Describe the students' reaction to viewing the program. They viewed the program with interest. Their comments were very complimentary. The discussion following the program showed their interest in the topic.
9. Did it effectively meet the goals for which it was intended? Yes
10. Should this video tape be saved for later use? Yes - No

TABLE 15

Television Program Evaluation

Program Title: Refinishing Furniture
 Program Evaluator: Students
 Program Length: 40 minutes
 Date: December 2, 1967

The following questionnaire is meant to be an opportunity for you to give your own opinions concerning the program you just viewed. It is hoped that from your answers to the following questions, we can improve the quality of our television presentations. Please feel free to criticize and be as honest as possible.

1. Was the quality of the picture suitable for you to watch?
 yes - 100%
 no - 0%
2. Was the voice clear and loud enough for you to hear?
 yes - 100%
 no - 0%
3. Do you feel you learned anything new from the program? Yes. If so, what was it? Most students indicated that the program explained steps involved in refinishing furniture of which they were not previously familiar.
4. Was there anything you would have liked to have seen that wasn't included? No response.
5. What suggestions would you make for improving this program? No response.
6. What did you feel were the good qualities or parts of this program? Most indicated that it was good because each of the steps was thoroughly explained and demonstrated.

Thank you.

CHAPTER IV

THE UTILIZATION AND EVALUATION OF CLOSED-CIRCUIT TELEVISION IN CASHIER TRAINING

The Cashier Training Class was composed of students who desired employment in grocery stores, variety stores, or other businesses where use was made of the cash register. Efficiency in using the cash register was only a part of the training involved in this vocational preparation area. Considerable class time was devoted to change making, computing split prices, simple bookkeeping procedures, becoming familiar with various store policies, and emphasizing proper relations with the customer. The importance of the checker-cashier role in today's modern business was emphasized. A thorough understanding of the basic principles of checkstand procedures and knowledge of store policies were essential to a profitable and successful operation. The cashier-checker must fully understand the complete operation of her responsibilities in order to successfully fulfill her position.¹¹

In all preplanning sessions, three basic questions were posed: What was the potential for using closed-circuit television in that specific vocational training area? What specific activities were we going to attempt? How would these activities be developed to the benefit of the student?

¹¹Anon., Checker's Manual, National Association of Retail Grocers, Chicago, Illinois, pp. 1-17.

The first planned activity was to visit a large local grocery store. The objectives were to video record the arrangement of the merchandise in the various departments, to interview employees, to record the cashier employees as they performed their duties, and to discuss with the manager in a recorded interview his expectations concerning store personnel.

Before the visit was made to the grocery store the students were asked to list specific questions which they would like to have answered. These were used in planning the content of the interviews.

The grocery was visited during a time when they were not busy so as not to interfere with business. The cooperation received from the manager and store employees was excellent.

In the actual recording two significant technical difficulties were encountered. The camera crew was handicapped to some extent in moving the camera, microphone, and recorder throughout the store. The equipment was too heavy and awkward for one person to handle. The second difficulty which was encountered concerned the lighting. In certain departments of the store the reflections from large glass-faced coolers and display cases prevented the attainment of a good video recording.

When video recordings were made, it became highly essential that the quality be such that viewers can comfortably see what has been recorded. The American public has been conditioned to commercial television presentations of high quality. They compared closed-circuit television to what they were accustomed to seeing on commercial stations; therefore, the video and audio qualities between the two must at least be acceptable. If it is not, viewers would be more concerned with the technical difficulties than with the content of the presentation.

Effectiveness of television was often greatly tempered by an expedience factor. It was shown on many occasions that information transferred by television is often retained as well, if not better, than that transferred in a "live" situation. However, an almost equal number of cases have indicated that television was less satisfying to both student and teacher. In other words, the student often retains the facts but has little feel or appreciation for the subject.¹²

In the various attempts in which the equipment was taken to businesses for the purpose of bringing back information for classroom use, the success was disappointing. Only in one situation, which will later be described, was it relatively successful. An actual visit conducted by the teachers or an appearance by related individuals to the school was a much more meaningful classroom experience. The only significant advantage in video taping various visitations was the availability of a permanent recording which was used at the teacher's discretion.

Included are forms summarizing the responses of the students, assessing the teacher's opinions, and evaluating the effectiveness of the grocery store visitation (see Tables 16, 17, and 18).

The second significant activity with which closed-circuit television was utilized concerned customer relations. In self-service stores one of the most important functions takes place at the checkstand. It is there that every sale is completed and the customer receives the final and most lasting impression of the store. The success of this

¹²"A Syllabus of Comments and Questions on Using Educational Television." Prepared by Dr. Ken Hadwiger, Eastern Illinois University, Charleston, Ill., p. 3.

customer contact depends greatly on the appearance, efficiency, cheerfulness, patience, and understanding of the checker.¹³

Perhaps the most valuable asset of television in learning situations is its ability to serve as an electronic mirror that can store its picture for replay at a later time. This quality of television lends itself to both the teaching and learning situations. . . . As long as the privacy of the classroom is not violated, by indiscriminate viewing or public display, the self-criticizing function is invaluable to teaching and learning.¹⁴

In an attempt to develop and improve the personality traits of the students in their relationships with others, the classroom teacher designed several mock situations. In each an attempt was made to place the student in various situations that could possibly occur as they performed the duties of a cashier-checker. Each student was given an opportunity to role play the part of the cashier-checker. All of the students attempted the activity. Two circumstances must exist before this use of television can be successful:

1. The video tape must be played back in a setting that does not embarrass the performer.
2. The students must not react to the novelty of television; that is to say, the television equipment, its use, and the replay of video tapes must be "old hat" to the students. If it is not, the novelty of the event will effect the performances to the extent that no profit will be realized.¹⁵

After the initial nervousness and novelty were overcome there seemed to be a great deal of value in this particular type of activity. Students were given an opportunity to view and evaluate themselves in handling such incidents as rudeness by the customer, making and counting

¹³Op. Cit., Checker's Manual, p. 3.

¹⁴Op. Cit., "A Syllabus of Comments and Questions on Using Educational Television," Hadwiger, pp. 6-7.

¹⁵Ibid., p. 7.

out change, returning spoiled merchandise, and greeting and communicating with the public. The classroom teacher and other students played various parts in this role-playing situation. The evaluations developed from classroom discussions among the students.

It must be remembered that to record and replay a performance takes twice as long as the performance itself; however, the advantage is realized in no longer needing long discussions of the performance by the instructor. Typically, performers of any kind are their own hardest critics.¹⁶

The use of the television media in this manner proved to be beneficial. There was value in seeing and evaluating oneself perform a specific skill. It was a motivating experience and provided both the teacher and learner a basis for establishing goals which are to be achieved. The evaluation forms concerning this activity are included in Tables 19, 20, and 21.

¹⁶Ibid.

TABLE 16

Television Program Evaluation

Program Title: My Store Visitation
 Program Evaluator: Teacher
 Program Length: 60 minutes
 Date: January 10, 1968

1. About how much time did you spend preparing your presentation for this program? one hour.
2. Did you construct any special charts, graphs, or other visual materials? No. If so, approximately how much time did you spend in their construction?
3. What was your reaction at being placed in the role as a television teacher? I did not feel at ease.
4. How much time was spent in the actual video taping of your program? three hours.
5. Did you feel you were prepared to present this program on television? No. Why or Why Not?
6. What was your reaction to seeing yourself present this lesson? I felt I had not prepared my material well enough; I was not relaxed.
7. Did you see any particular ways in which you might have improved the techniques of your presentation. Yes, by being better prepared and having the visit planned more thoroughly. The recording was of poor quality and not suitable for classroom use.
8. Was there a change in your attitude before and after making this program? If so, please explain. I realized you have to feel at ease, and be fully prepared with a lesson.
9. Will this program be of value in the instruction of your students? If so, please explain. No. It doesn't contain enough suitable information.
10. In your opinion what was the reaction of the students to your program? They did not benefit with this presentation.

Thank you.

Chuck Sutton

TABLE 17

Television Program Evaluation

Program Title: My Store Visitation
Program Evaluator: Coordinator of Instructional Materials
Program Length: 60 minutes
Date: January 10, 1968

1. Purpose: Record various grocery departments, record cashier employees, interview manager and cashier-checkers.
2. Equipment List:
 - a. Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone: Shure
 - d. Lighting: Available
 - e. Helpers: Two
3. Special Difficulties: Difficulty was encountered in transporting and moving the equipment throughout the store. Extreme reflections and lighting conditions in the store resulted in a poor video quality of recording.
4. Length of time required to tape program: three hours.
5. Length of final tape for presentation: one hour.
6. Describe the reaction of the individuals involved: The store manager and employees were extremely cooperative. They realized what we were trying to accomplish and were very helpful.
7. How was the program used in the classroom? To illustrate the responsibilities of various store personnel as well as show the arrangement of various grocery departments.
8. Evaluate its effectiveness: Poor, an actual visit by the students would have been more effective.
9. Save for future use: Yes - No

TABLE 18

Television Program Evaluation

Program Title: My Store Visitation
 Program Evaluator: Students
 Program Length: 60 minutes
 Date: January 10, 1968

The following questionnaire is meant to be an opportunity for you to give your own opinion concerning the program you just viewed. It is hoped that from your answers to the following questions, we can improve the quality of our television presentations. Please feel free to criticize and be as honest as possible.

1. Was the quality of the picture suitable for you to watch?
 yes - 15%
 no - 85%
2. Was the voice clear and loud enough for you to hear?
 yes - 89%
 no - 11%
3. Do you feel you learned anything new from the program? If so, what was it? 89% - yes, 11% - no. Most comments concerned various facts about store policies and the expectations of the employees as expressed by the store manager.
4. Was there anything you would have liked to have seen that wasn't included? Some comments expressed that too much time was spent touring the store and not enough time was devoted to interviewing and answering questions.
5. What suggestions would you make for improving this program? Most students' comments concerned the poor quality of the video recording. They felt it distracted from the explanation.
6. What did you feel were the good qualities or parts of the program? Most expressed that the interviews with the employees and store manager were the most beneficial.

Thank you.

TABLE 19

Television Program Evaluation

Program Title: Cashier Training - Individual Students
 Program Evaluator: Teacher
 Program Length: 60 minutes
 Date: January 14, 1968

1. About how much time did you spend preparing your presentation for this program? one day.
2. Did you construct any special charts, graphs, or other visual materials? If so, approximately how much time did you spend in their construction? No.
3. What was your reaction at being placed in the role as a television teacher? Not applicable.
4. How much time was spent in the actual video taping of your program. two hours.
5. Did you feel you were prepared to present this program on television? Why or Why Not? Yes, it was prepared; but didn't have the same effect as was on paper and in mind.
6. What was your reaction to seeing yourself present this lesson? Not applicable.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? Yes, I could have spent more time in my preparation of the lesson.
8. Was there a change in your attitude before and after making this program? If so, please explain. They did not want to present the program because they were nervous. Later, they were ready to correct their errors.
9. Will this program be of value in the instruction of your students? If so, please explain. Yes, it helped the students to realize various mistakes they were making.
10. In your opinion what was the reaction of the students to your program? They couldn't see where it would help them at first. After the discussions, they began to realize its value.

TABLE 20

Television Program Evaluation

Program Title: Cashier Training - Individual Students
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 60 minutes
 Date: January 14, 1968

1. How much time was spent in taping this program? two hours.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001 (suspended from ceiling)
 - d. Lighting - Available light
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She did an excellent job of role-playing and presented the students several unique situations. She was quite pleased with the value of this type of activity.
7. How was the program used in the classroom? To assist students in improving their relationships with customers and the handling of unique on-the-job situations.
8. Describe the students' reaction to viewing the program. They were nervous while making the first video tapes. They did much better on following recordings. They were very critical of themselves during the evaluation discussions.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No
These video tapes will be saved for a second replay at the end of the course of study. This will give the students an opportunity to evaluate their progress.

TABLE 21

Television Program Evaluation

Program Title: Cashier Training - Individual Students
 Program Evaluator: Students
 Program Length: 60 minutes
 Date: January 14, 1968

1. Was the T.V. presentation as meaningful as having the teacher explain the lesson to you?
 yes - 100%
 no - 0%
2. Was the lesson explained thorough enough for you to fully understand?
 Not applicable.
3. List any questions you had about the lesson. Not applicable.
4. How did you feel about performing the lesson on television?
 78% - indicated it was interesting and helpful
 22% - indicated they felt it was of no value
5. Was it of any help to you to see yourself on television? If so, please explain.
 yes - 85% indicated it helped them to realize their mistakes
 no - 15% indicated it made them nervous and was of no help to them

Thank you.

CHAPTER V

THE UTILIZATION AND EVALUATION OF CLOSED-CIRCUIT TELEVISION IN POWER SEWING INSTRUCTION

The Power Sewing Class at the Mattoon Center was a unique vocational training course. The classroom teacher, Mrs. Alma Oakley, was a well qualified person for providing the instruction of this difficult and highly specific skill. Adult students were admitted to this training class on the basis of their interest and aptitude. The major objectives, as listed by Mrs. Oakley, were as follows:

1. For students to be able to efficiently handle and operate a power sewing machine
2. To be able to sew with a high degree of speed and accuracy
3. To sew with coordination and effective use of either hand
4. To be able to follow directions and work cooperatively with others

The approaches to developing effective use of television in this particular vocational area were similar to those which were employed in Cashier Training. In the initial preplanning, consideration was given to those skills which were the most difficult for students to acquire. Based on Mrs. Oakley's twenty-nine years of experience, it was decided that the art of sewing in a zipper efficiently and quickly was often difficult to teach and learn.

It was decided that the basic purposes of this video tape presentation would be to explain and illustrate the steps of sewing in a

zipper. An experienced student was selected to demonstrate the series of steps. Mrs. Oakley supplied the narrative explanation as the student performed slowly for demonstration purposes. By means of the Canon TV Zoom Lens it was possible to video tape extremely close up the handling of the material and other important aspects of this difficult skill.

Instruction in the Power Sewing Class was extremely individualized. In the classroom the students would be found working at various speeds and abilities on various projects. The intention was to use the television presentation, "Sewing in a Zipper," with the students as they progressed to the extent that they could successfully perform this skill. It was viewed by several students and they believed, as well as Mrs. Oakley, that it was very valuable.

In an attempt to expand the utilization of this particular activity, individual students were video taped as they attempted sewing a zipper. These were replayed for evaluation by the student and teacher.

One particular significant aspect of television developed from the use of this presentation. The student, when viewing the tape a second time, could often perform the skill at the same time and pace that it was being presented by means of television. Actually, they usually did not watch the demonstration but rather listened to the narrative explanation. This was not originally planned, but with beginning students it proved to be very beneficial (see Tables 22, 23, and 24).

In most cases the basic purpose at the Mattoon Center was to train and prepare adults for successful employment. The community was fortunate to have one of the largest garment factories in the Midwest. It was here that most of the power sewing students were employed. The class instructor and school personnel have been able to work very closely

with the factory manager. At the time any student progressed to the extent that she could successfully work in the plant, she was almost immediately employed.

In order to orient the students to the garment industry and specifically the functions of the Mattoon plant, it was decided to visit the factory and video record its operations. In this operation were over 80 different jobs being performed by more than 200 employees. It was impossible to have all the various machines necessary for garment making in the classroom. By video recording the many different operations, it was believed that a student training for this type of employment would have some background knowledge of the industry's many operations.

The plant manager and production foreman cooperated in a tour of the entire factory. With the production foreman conducting the narrative description, a recording was made of the entire operation involved in garment construction.

This particular visitation proved to be the most successful of those which were attempted. Often when students actually visited a busy industry, such as the garment factory, there was too much going on for them to fully understand the operation. By taking time to video record each sequence in detail, it was possible to provide them with more background information than would have been accomplished in a tour. This was possible due to the excellent and interested cooperation of the Garment Factory personnel (see Tables 25 and 26).

One significant activity for classroom use developed from the visit to the Mattoon Garment Factory. The speed of various sewing operations was an essential characteristic of a qualified seamstress.

Each employee at this factory was paid on a scale based on the number of pieces they sewed each day. Therefore, quick and efficient work was not only profitable for business but also the basis of the employee's salary.

In viewing the video tape, the students realized the importance of speed and efficiency in sewing. By taking advantage of their interest and with the use of the television media, it was possible to help them develop this skill. Each student was given a specific number of certain material pieces to sew. Their sewing was video taped and closely timed. This was done two or three times a week for a month. Each time the student and the teacher evaluated the performance by means of video replay. This proved to be a very helpful and interesting activity for the student. The improvement which the students made could not be solely attributed to the television media; it was, however, a very important learning device (see Tables 27, 28, and 29).

On several occasions while we were recording a student's performance the instructor would view it from the television studio. This allowed her to add any comments she might have at the exact time she wanted to do so. In this way, it did not interfere with the student and was a part of replay for purposes of evaluation.

There seemed to be many opportunities for developing effective use of the television media in power sewing instruction. The attitudes of the students and the teacher have completely changed. From the negative feelings which were apparent in the beginning attempts, there developed a very receptive attitude when the television was used. When students and teachers began to request and suggest various uses, progress was being made.

TABLE 22

TELEVISION PROGRAM EVALUATION

Program Title: Sewing in a Zipper
 Program Evaluator: Teacher
 Program Length: 18 minutes
 Date: October 12, 1967

1. About how much time did you spend preparing your presentation for this program? three hours.
2. Did you construct any special charts, graphs, or other visual materials? If so, approximately how much time did you spend in their construction? None.
3. What was your reaction at being placed in the role as a television teacher? I was terrified and nervous. I even thought about getting another job. I didn't know where to start on the preparation of a television program. I couldn't understand how television could help in my teaching.
4. How much time was spent in the actual video taping of your program? two hours.
5. Did you feel you were prepared to present this program on television? Why or Why Not? No, I didn't know exactly what was expected of me.
6. What was your reaction to seeing yourself present this lesson? At first, I was frightened because I did such a poor job. After I realized how it could be used, I was determined to do a good job.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? I talked too fast and showed my nervousness.
8. Was there a change in your attitude before and after making this program? If so, please explain. Yes. Even though I am still nervous, one lady learned to sew in a zipper by watching television. I had worked with her for over a week before without any success.
9. Will this program be of value in the instruction of your students? If so, please explain. Yes, they can see it as many times as needed.
10. In your opinion what was the reaction of the students to your program? They enjoyed it and thought it was wonderful to learn to sew while watching television.

Thank you.

Chuck Sutton

TABLE 23

TELEVISION PROGRAM EVALUATION

Program Title: Sewing in a Zipper
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 18 minutes
 Date: October 12, 1967

1. How much time was spent in taping this program? One and one-half hours.
2. Were there any special difficulties encountered in making the program? Due to the nervousness of the instructor the program was video taped three times before a successful recording was made.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She was very nervous and uneasy. She wanted very much to do a good job and was very receptive to suggestions for improvement. The final recording was excellent.
7. How was the program used in the classroom? It was used to demonstrate and explain the correct procedure for successfully setting a zipper in a placket. It was used with individual students as they acquired the necessary skill to perform this task.
8. Describe the students' reactions to viewing the program. They sometimes were hesitant about performing on television. Once they became accustomed to the activity, they were very receptive.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 24

TELEVISION PROGRAM EVALUATION

Program Title: Sewing in a Zipper
Program Evaluator: Students
Program Length: 18 minutes
Date: October 12, 1967

1. Was the T.V. presentation as meaningful as having the teacher explain the lesson to you?

yes - 100%
no - 0%
2. Was the lesson explained thorough enough for you to fully understand?

yes - 100%
no - 0%
3. List any questions you had about the lesson. None.
4. How did you feel about performing the lesson on television?

83% expressed the television made them nervous.
5. Was it of any help to you to see yourself on television? If so, please explain.

92% stated it was very helpful.
8% stated it was of little value.

Thank you.

TABLE 25

TELEVISION PROGRAM EVALUATION

Program Title: Garment Factory Visitation
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 1 hour 50 minutes
 Date: December 9, 1967

1. How much time was spent in taping this program? Nine hours.
2. Were there any special difficulties encountered in making the program? The crowded conditions of the factory caused problems in moving the equipment.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - FM wireless microphone
 - d. Lighting - Available light
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She was very satisfied with the results and felt the students learned a great deal from seeing it.
8. Describe the students' reactions to viewing the program. They felt it was very interesting and informative.
9. Did it effectively meet the goals for which it was intended? Yes, it was replayed on three different occasions. Each time the students commented that they learned something new.
10. Should this video tape be saved for later use? Yes - No

TABLE 27

TELEVISION PROGRAM EVALUATION

Program Title: Power Sewing - Individual Students
 Program Evaluator: Teacher
 Program Length: Two hours (total)
 Date: February 3, 1968

1. About how much time did you spend preparing your presentation for this program? Thirty minutes.
2. Did you construct any special charts, graphs, or other visual materials? If so, approximately how much time did you spend in their construction? None.
3. What was your reaction at being placed in the role as a television teacher? Not applicable.
4. How much time was spent in the actual video taping of your program? Two hours.
5. Did you feel you were prepared to present this program on television? Why or why not? Not applicable.
6. What was your reaction to seeing yourself present this lesson? Not applicable.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? No.
8. Was there a change in your attitude before and after making this program? Yes. If so, please explain. It is apparent that the television can be used to improve a student's ability in sewing.
9. Will this program be of value in the instruction of your students? If so, please explain. Yes, it gave them an opportunity to see themselves. It is something different.
10. In your opinion what was the reaction of the students to your program? At first they were frightened, but now they realize it is useful. They have enjoyed doing this activity.

Thank you.

Chuck Sutton

TABLE 28

TELEVISION PROGRAM EVALUATION

Program Title: Power Sewing - Individual Students
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: Two hours (total)
 Date: February 3, 1968

1. How much time was spent in taping this program? Twenty-three hours.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She greatly enjoyed this activity.
7. How was the program used in the classroom? To evaluate the student's speed and efficiency in sewing certain projects.
8. Describe the students' reactions to viewing the program. They were quite interested in seeing themselves perform. They tried very hard to make improvements.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 29

TELEVISION PROGRAM EVALUATION

Program Title: Power Sewing - Individual Students
 Program Evaluator: Students
 Program Length: Two hours (total)
 Date: February 3, 1968

1. Was the T.V. presentation as meaningful as having the teacher explain the lesson to you?
 yes - 100%
 no - 0%
2. Was the lesson explained thoroughly enough for you to fully understand?
 Not applicable.
3. List any comments you had about the lesson. (Significant comments were:)
 - a. "I was nervous and didn't do very well."
 - b. "The television helped me to do better."
 - c. "Watching myself helped me to find things I was doing wrong."
 - d. "After a month, I can sew much faster."
4. How did you feel about performing the lesson on television? Most students indicated that they were nervous. However, after several times they were not bothered by the presence of the television equipment.
5. Was it of any help to you to see yourself on television? If so, please explain.
 yes - 100%
 no - 0%

Most students indicated that the television helped to improve their speed in sewing.

Thank you.

CHAPTER VI

THE UTILIZATION AND EVALUATION OF CLOSED-CIRCUIT TELEVISION IN NURSE AIDE INSTRUCTION

The Nurse Aide Program at the Mattoon Area Educational Extension Center was designed to provide a basic course of instruction to those students interested in assisting with the nursing care of patients in nursing homes and hospitals. The specific objectives were to provide:

1. Basic education in nurse aide knowledge and skills
2. The knowledge to administer safe nursing care within the limitation of the student
3. A better self-understanding and understanding of her fellowmen
4. An awareness of her limitations and place on the health team
5. An understanding of ethical behavior
6. An understanding of personal health and grooming
7. An increased knowledge of normal health and its relationship to disease¹⁷

The organization of the Nurse Aide course differed from that of the other vocational subjects. This was due to the involvement in an on-the-job training program by the students. In cooperation with Mattoon Memorial Hospital and various local nursing homes, each student performed various responsibilities. This involved six hours of the student's time each week. It was intended to provide valuable training to supplement the students' classroom experiences.

There were many possibilities in the vocational area for utilizing the television media. It was proven at the University of Kansas in the

¹⁷Meryl M. Lyon, R.N., "Nurse Aide Handbook," Mattoon Area Educational Extension Center, 1966, p. 5.

field of medical education, that presentations via the television media were often more effective than by any other means of communication.¹⁸ Despite the fact that classroom time was sometimes difficult to schedule, progress was made in the development of the television media in the Nurse Aide curriculum.

Through contact with Dr. Edward Zinschlag, a prominent local surgeon, an assembly program on sex education was planned. Dr. Zinschlag has for several years provided similar presentations to the students and their parents of the local junior high schools. His explanation was excellent and was appropriate for the young adult learner.

With the permission of Dr. Zinschlag, a video tape recording of his lecture was made. To have such a recording available proved to be a valuable resource. It was viewed by specific individuals or small groups as the classroom teacher so desired. (see Table 30).

Mrs. Merle Lyons, the Nurse Aide instructor, showed a great deal of interest and ability in the planning and presenting of a television lesson for classroom use. Of the presentations which she made one significant method of utilization was developed. Due to illness, Mrs. Lyons was absent from school. On two occasions television programs which she had previously made were used in the classroom by the substitute teacher. These programs provided the students with a continuation of material as originated by the regular teacher. They also provided the substitute with certain background information so that she could assist the students. (see Tables 31, 32, 33, and 34).

¹⁸Carroll Newsom, A Television Policy for Education, American Council on Education, Washington, D.C., 1952, pp. 86-87.

It was not always possible to have appropriate video tapes available when a teacher was absent. It would seem that with some planning a teacher might prepare a suitable video tape which a substitute could effectively use. This appeared to be an aspect of closed-circuit television which could be developed.

Another significant aspect of the television media which developed was its utilization with a young male student who was partially physically handicapped. This young man had approximately 40 percent use of his right hand. During the time that the Nurse Aide students were learning the proper method of making a hospital bed, he experienced difficulty. It was necessary in this skill to use both hands with efficiency. The television media proved very useful in helping him to adapt his abilities to the bed making procedure. By video taping his efforts he could see where improvements could be made. The classroom teacher provided suggestions and encouragement as the recording was viewed. (see Tables 35 and 36).

TABLE 30

TELEVISION PROGRAM EVALUATION

Program Title: "Sex Education" - Dr. Zinschlag
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 90 minutes
 Date: January 27, 1968

1. How much time was spent in taping this program? Two hours.
2. Were there any special difficulties encountered in making this program? A loose connecting wire caused a poor audio recording.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - 2 Teisco
 - d. Lighting - 500 watt photoflood
4. Audio Evaluation:

a. <u>Poor</u>	b. Acceptable	c. Excellent
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5. Video Evaluation

a. Poor	b. Acceptable	c. <u>Excellent</u>
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6. Describe the teacher's reaction to presenting this program. The classroom teacher believes that this program was very useful for providing students with a better understanding of sex education.
7. How was the program used in the classroom? This program was used with individuals, or small groups, for providing additional information in the area of sex education.
8. Describe the students' reaction to viewing the program. They seemed to appreciate having such a resource available for their use.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 31

TELEVISION PROGRAM EVALUATION

Program Title: Giving a Back Rub
 Program Evaluator: Teacher
 Program Length: 27 minutes
 Date: September 27, 1967

1. About how much time did you spend preparing your presentation for this program? 2 hours.
2. Did you construct any special charts, graphs, or other visual materials? Yes. If so, approximately how much time did you spend in their construction? 1 hour.
3. What was your reaction at being placed in the role as a television teacher? I am very interested in using television in my classroom.
4. How much time was spent in the actual video taping of your program? 2 hours.
5. Did you feel you were prepared to present this program on television? Yes. Why or Why Not?
6. What was your reaction to seeing yourself present this lesson? I was very pleased. The results were quite satisfactory.
7. Did you see any particular ways in which you might have improved the techniques of your presentation? The diagrams did not show as well as I would have preferred.
8. Was there a change in your attitude before and after making this program? No. If so, please explain. I have always believed that television could be very useful in the instruction to Nurse Aide students.
9. Will this program be of value in the instruction of your students? If so, please explain. Yes, I can use this program several different ways.
10. In your opinion what was the reaction of the students to your program? They seemed to benefit from this presentation. The use with individuals proved to be quite helpful.

Thank you.

Chuck Sutton

TABLE 34

TELEVISION PROGRAM EVALUATION

Program Title: Giving a Back Rub
Program Evaluator: Substitute Teacher
Program Length: 27 minutes
Date: November 22, 1967

The following questionnaire is meant to be an opportunity for you to give your own opinions concerning the program you just viewed. It is hoped that from your answers to the following questions, we can improve the quality of our television presentations. Please feel free to criticize.

1. Was the quality of the picture suitable for you to watch? Yes.
2. Was the voice clear and loud enough for you to hear? Yes.
3. Do you feel you learned anything new from the program? Yes. If so, what was it? I felt that by viewing this program that I was better prepared to teach and help the students.
4. Was there anything you would have liked to have seen that wasn't included? No.
5. What suggestions would you make for improving this program? None.
6. What did you feel were the good qualities or parts of the program? The charts help to illustrate the correct position and movement of the hands. The actual demonstration was very helpful.

Thank you.

TABLE 35

TELEVISION PROGRAM EVALUATION

Program Title: Hospital Bed Making - Individual Student
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 12 minutes
 Date: November 18, 1967

1. How much time was spent in taping this program? 2 hours.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001
 - d. Lighting - Available
4. Audio Evaluation:

a. Poor	b. Acceptable	c. <u>Excellent</u>
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5. Video Evaluation:

a. Poor	b. Acceptable	c. <u>Excellent</u>
---------	---------------	---------------------
6. Describe the teacher's reaction to presenting this program. She felt that this activity was a very useful teaching aid.
7. How was the program used in the classroom? For self-evaluation purposes with individual students.
8. Describe the students' reaction to viewing the program. The student accepted the idea of using the television without hesitation. He felt that seeing himself helped him to improve.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? yes - No

*These comments concern the use of television with a student who was physically handicapped.

TABLE 36

TELEVISION PROGRAM EVALUATION

Program Title: Hospital Bed Making - Individual Student

Program Evaluator: Student*

Program Length: 12 minutes

Date: November 18, 1967

1. Was the T.V. presentation as meaningful as having the teacher explain the lesson to you? Yes.
2. Was the lesson explained thorough enough for you to fully understand? Yes.
3. List any questions you had about the lesson.
 - a.
 - b.
 - c. None
 - d.
4. How did you feel about performing the lesson on television? I did not fear the television at all. I felt that it would help me as well as others.
5. Was it of any help to you to see yourself on television? If so, please explain. It helped me to see myself. I could see what I did wrong. I did not make the same mistakes again.

*These responses were completed by a student who is partially physically handicapped.

TABLE 32

TELEVISION PROGRAM EVALUATION

Program Title: Giving a Back Rub
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 27 minutes
 Date: September 27, 1967

1. How much time was spent in taping this program? Two hours.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Shure (Lavilier Microphone)
 - d. Lighting - Available Light
4. Audio Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
5. Video Evaluation:
 - a. Poor
 - b. Acceptable
 - c. Excellent
6. Describe the teacher's reaction to presenting this program. She had made two previous television programs, and she was very poised.
7. How was the program used in the classroom? This program was used by a substitute teacher during the absence of the regular classroom instructor.
8. Describe the students' reaction to viewing the program. It was viewed with a great deal of interest. They seemed to understand the content of the explanation and expressed their satisfaction with the program.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

CHAPTER VII

THE UTILIZATION AND EVALUATION OF CLOSED-CIRCUIT TELEVISION IN ACADEMIC EDUCATION

The adult student at the Mattoon Area Educational Extension Center, who had not completed the requirements for a high school diploma, was enrolled in an academic class for one-half of the school day. The major emphasis was to improve and increase the students educational growth to the extent that he could successfully complete the General Educational Development Examination.

There were three sections of academic classes at the Center. The students were placed in these sections on the basis of their test scores from the Stanford Achievement Test Battery. The curriculum emphasized learning experiences in reading, mathematics, language, and the social sciences. Each student was tested in various academic areas and then provided suitable materials at his achievement level. The instruction was as individualized as possible and designed to meet the needs of each student.

The empathy displayed by the teachers for the students was an outstanding characteristic. The sincerity with which they approached the instruction of the educationally and economically deprived adult was impressive.

A gifted and sympathetic teacher, instructing, eliciting and guiding the thoughts of a small group of students of more

or less comparable ability--this, indeed, is education at its best.¹⁹

For purpose of motivation, encouragement and rapport most of us who have taught school know that a pat on the back may sometimes have more power than textbooks, visual aids or lesson plans in encouraging pupils to study. When "man-to-man" relationships are good, they are very good. Television transmits some of these human qualities; it does not transmit them all. For those parts of schooling where these human qualities are the prime necessities for effective learning, it is obvious that television's power as a medium is severely limited.²⁰

It seemed apparent that the approaches to learning at the Mattoon Center in the academic classrooms was nearly ideal. Class size was usually small and the teacher had an opportunity to work closely with each individual student. A variety of instructional devices and programmed materials were also available. In discussions with the academic classroom teachers it was concluded that television could most appropriately be used to provide enrichment experiences for the students.

The initial pre-planning included the use of television programs originating from Channel 12 WILL-TV. Unfortunately, the cable television antennae system was not installed at the Mattoon Center. Without this facility the reception quality was too poor for classroom use. It was anticipated that this would be completed within the next six-month period. There seemed to be available excellent programs on Channel 12 which could have been utilized, especially those emphasizing and explaining current news issues.

¹⁹Charles A. Siepman, Television and Our School Crisis, Dodd, Mead & Company, New York, 1958, p. 149.

²⁰Laurence F. Costello and George H. Gordan, Teach with Television, Hastings House Publishers, New York, 1961, p. 29.

The academic teachers had expressed concern of the students being uninformated on current news issues and events. Some students did not have the ability to read the newspapers; some did not have radio or television sets in their homes. Others did not have the interest in keeping abreast with current events. In order to improve upon this situation, television news broadcasts were frequently used in the classrooms. With this available resource the teacher could use daily news commentaries to stimulate student interest in local, state, and national happenings. This proved to be a stimulating learning activity. (see Tables 37 and 38).

The Mattoon Area was fortunate to have available resource personnel which were available for assembly programs. Two such individuals were asked to appear at the Center and present an informative lecture to the academic classes.

The first of these was Mr. Stanton Dotson, a local attorney, who presented a speech entitled, "American Patriotism." His discussion emphasized the duties and responsibilities of an American citizen. This presentation was outstanding and a video tape recording was made of it. By recording this program the classroom teacher had available an excellent presentation to use in her classroom when she so desired. (see Table 39).

The second speaker was the Coles County Clerk, Mr. Harry Grafton, who explained the importance of voting and proper voting procedures. Each year the academic teachers have devoted instructional time to teach and emphasize the importance of voting in local, state, and national elections. Mr. Grafton's presentation was video recorded to be used by the classroom teachers when they so desire. (see Table 40).

TABLE 37

TELEVISION PROGRAM EVALUATION

Program Title: News Broadcasts
Program Evaluator: Teachers (three)
Program Length: Various
Date: Various

In an attempt to determine the instructional value of the daily news broadcasts, please complete the following questionnaire.

1. Is the quality of the picture suitable for classroom viewing? Yes(3).
2. Do you feel that this is a worthwhile classroom activity? Yes(3).
3. Do your students show an interest in the viewing of these broadcasts? Yes(3).
4. Do the students take an active part in the class discussions which follow the broadcasts? Yes(2), usually(1).
5. As a result of these broadcasts, do you believe your students are better informed on current news events? Yes(3).
6. How much time do you devote to this activity each day? 30 minutes (average).
7. How many days per week do you use the news broadcasts in your classroom?
Five(1)
Three(1)
Two(1)

TABLE 38

TELEVISION PROGRAM EVALUATION

Program Title: News Broadcast
 Program Evaluator: Students
 Program Length: Various
 Date: Various

The following questions are meant to be an opportunity for you to give your opinions concerning the program you just viewed. Please feel free to criticize.

1. Was the quality of the picture suitable for you to watch? Yes - 100%.
2. Was the voice clear and loud enough for you to hear? Yes - 100%.
3. Do you feel you learned anything new from the program? If so, what was it? Yes - 100%. Most students responded by mentioning various news items which were discussed in various programs.
4. Do you find it helpful to watch the news each day? Why? Yes - 89%
 No - 11%
Most students indicated that they thought it was important to know what was happening in the news. Four of the thirty-seven students who were surveyed indicated it was a waste of time.
5. Do you take part in the class discussions which follow the news broadcasts? Yes - 92%
 No - 6%
 No response - 2%

TABLE 39

TELEVISION PROGRAM EVALUATION

Program Title: "American Patriotism" - Mr. Stanton Dotson
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 30 minutes
 Date: April 21, 1968

1. How much time was spent in taping this program? One hour.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone - Ampex 2001
 - d. Lighting - 500 watt Photoflood
4. Audio Evaluation:

a. Poor	b. Acceptable	c. <u>Excellent</u>
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5. Video Evaluation:

a. Poor	b. Acceptable	c. <u>Excellent</u>
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6. Describe the speaker's reaction to presenting this program. Mr. Dotson was very receptive to the idea of video recording his presentation. He was quite critical of himself as he viewed the replay.
7. How will the program be used in the classroom? It will be used at a later time, perhaps next year, to emphasize the duties and responsibilities of an American citizen.
8. Describe the students' reaction to viewing the program. It has not been used at the present time.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

TABLE 40

TELEVISION PROGRAM EVALUATION

Program Title: "Proper Voting Procedures" - Mr. Harry Grafton
 Program Evaluator: Coordinator of Instructional Materials
 Program Length: 45 minutes
 Date: May 6, 1968

1. How much time was spent in taping this program? One hour.
2. Were there any special difficulties encountered in making the program? No.
3. Equipment used:
 - a. Video Recorder - 6075 or 7000
 - b. Lens - 12.5 mm, 50 mm, 75 mm, or zoom
 - c. Microphone -
 - d. Lighting - 500 watt Photoflood
4. Audio Evaluation:

a. Poor	b. <u>Acceptable</u>	c. Excellent
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5. Video Evaluation:

a. Poor	b. <u>Acceptable</u>	c. Excellent
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6. Describe the speaker's reaction to presenting this program. He expressed an interest in video recording his program and believed that the idea for utilization of the recording was excellent.
7. How will the program be used in the classroom? It will be used at a later time to help explain proper voting procedures and to emphasize the importance of voting.
8. Describe the students' reaction to viewing the program. It has not been used at the present time.
9. Did it effectively meet the goals for which it was intended? Yes.
10. Should this video tape be saved for later use? Yes - No

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

A brief resume' of the significant problems and considerations, which were confronted during the experimentation with the closed-circuit television media, will be concluded in this chapter. The chapter includes comments concerning significant problems and recommendations for further development.

Portability of the Equipment

During the visitations which were made to various businesses and industries, difficulty occurred in the handling and transporting of the equipment. Even within the school building the stairway presented a problem in the movement of the cameras and video recorders. At least two individuals were needed during the times that the equipment was being transported. Such visitations appeared to have possibilities for classroom use, if they were well planned and convenient to video tape record. If such activities are to be continued, a more portable type of equipment would definitely be needed.

Equipment Maintenance

A considerable amount of time was spent in the proper maintenance of the television equipment. It was an effective teaching device only when it was functioning correctly. On eleven different occasions it did not work effectively when activities were planned. A total of

ninety-four hours were devoted by the Coordinator of Instructional Materials during the past nine-month period for maintaining the equipment. This included the cleaning of the cameras and recorders, repairing audio and video cords, splicing video tapes, and making minor technical adjustments.

If a staff member is to be responsible for maintaining the necessary equipment, experience and training are essential. For anyone assuming a similar position, a technical background which provides an understanding in operating and maintaining the equipment is to be recommended. Otherwise much classroom time could be wasted and erroneous use of the equipment could occur. It was advantageous to have available the services of a qualified technician during the past school year.

Preplanning Televised Presentations

It proved to be essential that all televised programs be well planned and organized. This was accomplished only with advanced planning. A considerable amount of time was needed to make appropriate visuals, to establish suitable stage sets, and orient the personnel which were involved. If teachers and other staff members are expected to utilize the television media, they should be provided experience through in-service workshops on television production techniques.

The Importance of Teacher Attitudes Toward the Television Media

It was the opinion of the writer that the success of such an experiment as this was dependent to a great extent on the attitudes and cooperation of the classroom teachers who were involved.

There were negative feelings toward the use of television in the initial stages of development. However, by informing the teachers on

what was expected and demonstrating the values to both them and the students most of these negative attitudes were changed.

To illustrate this change an example is included. The same teacher answered two identical evaluation forms. The first was completed during the first month of school, the second during the last month. The responses relating to her attitudes toward the television media are included in Table 41.

Availability of Commercial and Educational Television Programs

It has been previously mentioned that the antennae system at the Mattoon Center was inadequate to successfully receive commercial and educational programs. Such programs could have been used to further develop the television utilization, especially in the academic areas. It was disappointing to the staff that this source of programs was not available.

Selection of Televised Classroom Activities

This proved to be one of the most critical aspects of the Mattoon Center's utilization of closed-circuit television. It was essential that classroom activities be carefully selected for television.

It seemed that the utilization with individual students in the instruction of specific skills proved to be the most successful. Experience and imagination were necessary for appropriate selection of televised presentations. It was sometimes difficult to determine the success within the classrooms. In most instances it added variety to the learning process and was at least as successful as other types of instruction. As it was used with individuals it was a valuable learning tool.

The television media was proven to be more adaptable in the vocational training classes than in the academic classes. This was the result of a greater variety of possible uses. At the present time the academic curriculum at the Mattoon Center offers very limited possibilities for the utilization of closed-circuit television. In contrast the vocational classes afford almost unlimited potential.

Utilization of the Television Media for Teacher Evaluation

In the initial development it was recommended that the television media had potential as a means of providing self-evaluation to the participating teachers. In most of the televised presentations in which teachers were involved it did serve as a tool for achieving this goal.

Anticipation of Future Closed-Circuit Television Evaluation

If properly developed the television media will continue to become an important and valid instructional device in the curriculum of the Mattoon Area Educational Extension Center. It was impossible during the past school year to develop its full potential. Limitation was most often caused by the inexperience of the staff and students who were involved. It was impossible to realize the true potential of this media without such necessary experience.

It would seem possible that within a five-year period a selection of resource video tapes could be produced and stored for later use. These would provide a basic resource library for most of the subject areas. A continued use of closed-circuit television with the instruction of individuals in basic vocational skills is highly recommended. Effective utilization depends upon careful planning, staff cooperation, and imagination.

TABLE 41

TELEVISION EVALUATION
TEACHER ATTITUDE

Dates: Initial Response - October 12, 1967
Second Response - May 16, 1968

1. What was your reaction at being placed in the role of a television teacher?

(Initial Response) I was terrified and nervous. I could not understand how television could help in my teaching. I did not know where to start on planning a presentation.

(Second Response) I was thrilled at successfully presenting a television program. During the year I have found television to be very helpful in my classroom.

2. Do you feel you were prepared to present this program on television?

(Initial Response) No, I didn't have any idea what was expected of me.

(Second Response) Yes, I planned this program very carefully. I felt sure of myself and was not nervous.

3. What was your reaction to seeing yourself present this lesson?

(Initial Response) I felt that I had done a poor job.

(Second Response) I was very proud and pleased with my presentation. I was very happy that I could successfully do something this important.

4. Was there a change in your attitude before and after making this program?

(Initial Response) Yes, even though I did a poor job I can see how I could use television in my classroom.

(Second Response) Yes, after watching myself I was very proud and happy. Television has proven to be very helpful in my classroom.

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