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A Study to Investigate Student Attitudes Toward a Slide-tape/lecture Class in "Theories of Communication Media" at Ithaca College

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A STUDY TO INVESTIGATE STUDENT ATTITUDES
TOWARD A SLIDE-TAPE/LECTURE CLASS
IN "THEORIES OF COMMUNICATION MEDIA" AT ITHACA COLLEGE

A Thesis Presented to the Faculty
of the School of Communications
Ithaca College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

by
Claire Marie Reich
December 1978

Ithaca College
School of Communications
Ithaca, New York

CERTIFICATE OF APPROVAL

MASTER OF SCIENCE THESIS

This is to certify that the Thesis of

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submitted in partial fulfillment of the requirements for the degree of Master of Science in the School of Communications at Ithaca College has been approved

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ABSTRACT

The purpose of this study was to determine student attitudes toward a slide-tape/lecture course offered through the School of Communications at Ithaca College. The study was conducted over a three year, five group span with a total population of $n = 738$. The population was made up of students enrolled in the "Theories of Communication Media" course at Ithaca College, a course taught on a non-traditional slide-tape/lecture format.

The specific areas of questioning were:

1. Do the students like the slide-tape format?
2. Are the course objectives clearly stated?
3. What would be an adequate means of teaching this course: the group lecture with slide-tape presentations; the slide-tape presentations with supplemental meetings with the professor; or the slide-tape presentations alone?
4. For the "Theories of Communication Media" course, do the students prefer the slide-tape/lecture format?
5. Do the students feel motivated by the slide-tape/lecture format?
6. Do the students feel more motivated by this format as compared to a traditional lecture format?

The survey was administered on the night of the last test given during the semester. This was done so as to reach the largest population.

Once the data were collected, all information was transferred to computer cards for the purpose of obtaining frequency scores. A sixth set of data was generated at this time, which was a cumulative figure of the five groups.

As a result of this investigation, the following major recommendations were made:

1. The current slide-tape/lecture format is well received by the students. The course should continue to be taught on this format.
2. The majority of students indicated that they liked the format of the "theories of Communication Media" course. It is recommended that other courses of a suitable subject content be considered for transfer to this format.
3. It is recommended that a similar study be conducted in one to two years to see if current data correlates with future findings.
4. Any future study is recommended to include the following information: sex; age; class; major; and approximate grade point average.

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CHAPTER 1
INTRODUCTION

There have been many studies conducted to determine the effectiveness of a given media on a particular group. Results have ranged from finding a particular media more effective than traditional teaching, to finding no significant difference between the two formats, all the way to finding media to be less effective than traditional teaching for a given group. With all of these studies concerned with the effectiveness of the media being conducted, some individuals have lost sight of an important consideration: Just what do the learners think of this new teaching? What are their attitudes about the media? Do they feel motivated by it? It was with these questions in mind that this study was undertaken.

This study is concerned with student attitudes toward a basic media course offered through the School of Communication at Ithaca College. A new format was instituted for the course "Theories of Communication Media," formerly "Methods of Educational Communication," in the Fall of 1975. The format consisted of the students meeting once per week in a large group lecture conducted by the professor,

as well as attending one slide-tape program per week, viewed on an individual basis. The slide-tape topics are directly related to the content covered in the large group lecture.

There are several areas of concern to be dealt with when determining the student attitudes towards this particular course. The first area of questioning covers what the population thinks of the format: Do they like it? Are the slide presentations adequate? Are these presentations too fast, or too slow?

Another area of questioning will be the subject of convenience. Do the students like the current format of the large group meetings and viewing a slide-tape presentation once per week, or do they like traditional teaching methods?

Motivation is a prime factor behind any student learning. Questions are involved here to determine whether or not the student is motivated/more motivated by this format, as opposed to traditional teaching methods.

Importance of the Study

The importance of this study covers several areas. Initially, the study will offer an evaluation of student attitudes about the course, covering a three year, five group span. The information

gathered will establish the attitudes concerning the format of the course; the attitudes about the lecture format alone; the slide-tape alone; the attitudes toward individual meetings with the professor as compared to the large group lectures.

Once this information has been gathered and analyzed, the results will offer the Ithaca College community input towards making decisions about other courses on campus. If the students feel that this is a viable alternative, and feel more motivated by this format, choices can be made concerning other courses and curriculum. With the "Theories of Communication Media" course format as a framework, other programs can be developed to meet the needs of the student body.

Purpose of the Study

The primary purpose of this study is to determine student attitudes toward the "Theories of Communication Media" course. With this objective in mind, the following questions will be answered by this study:

1. Do the students like the slide-tape format?
2. Are the course objectives clearly stated?

3. What would be an adequate means of teaching this course: the group lecture with slide-tape presentations; the slide-tape presentations with supplemental meetings with the professor; or the slide-tape presentations alone?
4. For the "Theories of Communication Media" course, do the students prefer the slide-tape/lecture format as compared to a traditional lecture format?
5. Do the students feel motivated by the slide-tape/lecture format?
6. Do the students feel more motivated by this format as compared to a traditional lecture format?

Procedures

The following procedures were used in conducting this study:

1. A survey of pertinent literature was conducted to determine what research had been done in this area prior to this study.
2. The population was identified. All students enrolled in the "Theories of Communication Media" course during the following terms were involved: Fall 1975; Spring 1976; Fall 1976; Spring 1977; and Spring 1978.

3. The questionnaire was developed.
4. The questionnaire was administered to the test population during the term the respective students took the course.
5. The data were organized on computer cards to give information for the five individual groups as well as a composite data readout.
6. The data were analyzed.
7. Conclusions were drawn.

Definition of Terms

For the purpose of this study the following terms will be defined:

1. individualized instruction--any media format of instruction in which the student participates/interacts by himself.
2. large group lecture format--a class meeting conducted by the professor, with all students enrolled in the course present at one time.
3. media--any form of instructional software: print media; audio; visual; audio-visual.
4. slide-tape--a particular form of software that comes under the audio-visual category. It consists of a slide presentation and accompanying synchronized audio tape.

5. traditional class lecture course--a course which meets on a regular basis (i.e. three times per week) on a lecture oriented format.

Limitations

This study will be conducted within certain boundaries. They are:

1. This study is not a definitive one. It is an attitudinal study at Ithaca College administered only to those students enrolled in the School of Communications course "Theories of Communication Media," formerly "Methods of Educational Communication," during the following semesters: Fall 1975; Spring 1976; Fall 1976; Spring 1977; and Spring 1978.
2. This study does not attempt to answer questions for all media. Rather, it applies to only slide-tape and large group lecture format.
3. This study is not an attempt to prove the slide-tape lecture format more effective than the traditional lecture format.
4. This study does not attempt to justify the need for a basic media course on the Ithaca College campus.

Organization

The organization of this study is as follows:

Chapter one deals with the purpose of this study.

Chapter two covers the review of pertinent literature in the field.

Chapter three reports the design and methodology behind the development of this study.

Chapter four analyzes the data collected as a result of this survey.

Chapter five correlates the data, and from this information, conclusions are made.

Summary

Many studies are available which attempt to prove the effectiveness of media instructions. Few studies are available which give the student attitudes towards the slide-tape/lecture format of the "Theories of Communication Media" course at Ithaca College.

The questionnaire will cover several areas for determining student attitudes: like/dislike of the slide-tape presentations; clearness of course objectives; is the course material covered adequately with the slide-tape/lecture format; could it be handled by the slide-tape format alone, or if used with supplemental meetings with the professor; are the students motivated

by the present structure; would a traditional lecture class be more motivating?

CHAPTER 2

REVIEW OF LITERATURE

The idea of using visual materials -- films, slides, and pictures -- for instructional purposes is not new to our technologically based society. In 1919 five national organizations were formed to promote visual learning.¹ While four of the five were short lived, the National Education Association (NEA) still exists. With the interest in visual education on the rise, the need for money was evident. As early as 1920, the NEA received a \$5,000 dollar grant from the Motion Picture Producers and Distributors of America (MPPDA).² At this time, a promise was given to pledge "the resources of the motion picture industry in support of visual instruction."³ The people of these early years of media realized the potential value of using media as a learning tool.

¹Paul Saettler, A History of Instructional Technology, (New York: McGraw-Hill Book Company, 1968) p. 122.

²Ibid., p. 126.

³Ibid., p. 125.

In the years that followed 1920, surveys were initiated to determine the use of media in various educational settings. Attention was soon given to visual instruction courses aimed at the teacher.⁴ Schools such as San Francisco State Teachers College, Kansas University, and the Cleveland School of Education initiated courses in visual instruction.⁵ The importance of this innovative method of instruction was becoming evident. It was the advent of World War II which brought visual instruction to the center of attention.

The structure of the work force changed rapidly in the early 1940's. As the male population took over the task of defending the Country, it became necessary to train a whole new work force comprised of housewives, young men not old enough to enlist, young women, and anyone else available to do the job. Industrial and military men looked to the new media to answer this challenge. Films and still pictures were produced with amazing speed to meet the training needs of all aspects of American Society.⁶

⁴J. V. Ankeney, "Report of the Commission on Teacher Training in Visual Instruction," Educational Screen, October 1926, pp. 489-491.

⁵Saettler, A History of Instructional Technology pp. 137-139.

⁶Ibid., p. 171.

In 1945, at the end of World War II, the emphasis turned from industrial and military training to the educational needs of a country at peace.

The late 1940's and 1950's saw substantial growth in the use of audiovisual media. The Division of Audiovisual Instruction was formed by NEA⁷ in 1945. Funding was available on the federal, state, and county levels. In Virginia alone, \$1.25 million dollars was made available to "supply every school in the state with a motion picture projector, films, filmstrips, maps, slides, and other audiovisual materials,"⁸ The National Defense Education Act made funding available for educational programs, largely due to the Russian launching of Sputnik.⁹

The increased use of various media for instructional objectives was a step in a new direction. With this step in the late 1950's and early 1960's came a realization of the overall picture of instructional media. It was at this point that

⁷Ibid., p. 187.

⁸Ibid., p. 182.

⁹Harry G. Good and James D. Teller, A History of Western Education, (London: The Macmillin Company, 1969) p. 550.

audiovisual materials had to be redefined "in terms of learning and communication theory."¹⁰ The various research discussed here deals with the overall effectiveness of mediated instruction.

The emphasis placed on audiovisual materials for teaching brought about many questions as to the effectiveness of a given media, or the effectiveness of one form of instruction as opposed to another.¹¹ The studies to answer these questions are still going on today. Many research studies indicate that, in certain instances, mediated instruction is as effective, if not more effective than traditional classroom lectures.¹² Other available information indicates that in comparing two media formats, a difference in the effectiveness of the media could be partially attributed to the intellectual capabilities of the learner.¹³

¹⁰"The Changing Role of the Audiovisual Process in Education: A Definition and a Glossary of Related Terms," Audiovisual Communication Review, (January-February, 1963) pp. 13-16.

¹¹p. D. Sparks and L. M. Unbehaun, "Achievement of audiotutorial and conventional biology students - a comparative study," BioScience (1971) pp. 574-576.

¹²Kenneth H. Silber, "An Experimental Study of the Degree of Affective Responses elicited by Several Mediated and Non-Mediated Instructional Methods, Final Report," (Ph.D. dissertation, University of Southern California, Los Angeles, 1969).

¹³William H. Allen, "Intellectual Abilities and Instructional Media Design," Audiovisual Communication Review, (Summer 1975) pp. 139-167.

Programmed multimedia presentations have been shown to be more effective than several other modes of instruction by one study¹⁴ although intellectual capacity was not a criterion for evaluation.

Not all studies show media to be more effective, although many show media formats to be a "viable alternative"¹⁵ to traditional teaching, with no significant difference in the degree of affective learning. A study by Lawrence Poorman shows that there are "indications that the multimedia approach effected increased interest in studying" and that it was "partially responsible for an increased level of enthusiasm" among students.¹⁶

The research work of U. Theodore Oen compared the effectiveness of an individualized learning method to the general lecture method of instruction.

¹⁴Gary R. Taylor, "A Comparative Evaluation of Teaching Effectiveness and Efficiency for three presentation modes - programmed multimedia for groups, programmed textbook, and multimedia lecture-discussion - as adapted from an original unit of instruction," (Ed.D., Brigham Young University, 1969).

¹⁵Silber, "An Experimental Study of the Degree of Affective Response elicited by Several Mediated and Non-Mediated Instructional Methods, Final Report."

¹⁶Lawrence E. Poorman, "A Comparative Study of the Effectiveness of a Multi Media systems approach to Harvard Project Physics with Traditional Approaches to Harvard Project Physics," (Ed.D., Indiana University, 1967).

Results showed that the individualized group scored significantly higher in several areas than the group that received the general lecture discussion method of instruction.¹⁷

In his doctoral dissertation comparing traditional teacher lecture method to an individualized instruction method of teaching business report writing, James Bradshaw found that the individualized instruction format obtained "significantly higher scores than the traditional teacher-lecture method."¹⁸

W. W. McCarley found in his studies at Michigan State University that in comparing individualized instruction and lab format to lecture-discussion and lab format, that the individualized instruction group did "significantly better" because the students acquired more knowledge and skills using a combination of psychomotor and cognitive skills. The students

¹⁷Urban Theodore Oen, "An Experimental Study designed to evaluate the effectiveness of an individualized learning method of instruction when compared to the general lecture-discussion method of instruction," (Ph.D., Michigan State University, 1970).

¹⁸James Rulon Bradshaw, "An Experimental Study Comparing a Traditional Teacher-Lecture Method with an Individualized Method of Instructing Business Report Writing," (Ed.D., Brigham Young University, 1974).

were more enthusiastic and they made more of an effort in the course.¹⁹

The Carnegie Commission report on Instructional Technology in Higher Education states that "the experience thus far with the new technology...indicates that it is...adding to rather than replacing older approaches."²⁰

Postlethwaits' studies at Purdue University show that mediated instruction is a viable alternative to traditional classroom teaching, and that under the proper circumstances, it can be more effective than traditional teaching.²¹ More effective long range learning is often a result of mediated instruction.

Mediated instruction is not always more effective. Many studies, such as those conducted by Marilyn Harris at the University of Pittsburgh,²²

¹⁹Walter William McCarley, "An Experimental Study to evaluate the Effectiveness of an Individualized Instructional Method and the lecture discussion method for teaching vocational agriculture classes," (Ph.D., Michigan State University, 1969).

²⁰A Report and Recommendations by the Carnegie Commission on Higher Education, The Fourth Revolution: Instructional Technology in Higher Education, (New York: McGraw-Hill Book Company, 1972) p. 1.

²¹S. N. Postlethwait, J. Novak, and H. T. Murray, Jr., The Audio-Tutorial Approach to Learning through Independent Study and Integrated Experiences, Minneapolis, Minnesota: Burgess Publishing Company, 1972) p. 1.

²²Marilyn F. Harris, "The development, implementation, testing, and evaluation of a self-pacing auto/tutorial dosage forms laboratory course," (Ph.D., University of Pittsburgh, 1975).

D. R. Laurie at Oklahoma State University,²³ and H. T. Moore at the University of Missouri,²⁴ all show no significant difference in the learning taking place from a particular form of instruction. This would indicate that in these instances, mediated instruction could be used in place of traditional teaching, with no significant loss to the student.

Summary

The history of instructional technology shows a steady increase in the use of media since the 1920's. The majority of research supports the statement that various forms of media instruction, both on an individualized basis and supplemental basis, are as effective, if not more effective than traditional classroom teaching. This information serves as a basis for the study to determine student attitudes towards the "Theories of Communication Media" course.

²³D. R. Laurie, "A study comparing the lecture method and tutorial (slide tape) method of instruction for a health class unit on physical fitness," (Ed.D., Oklahoma State University, 1974).

²⁴Hubert T. Moore, Jr., "A Comparison of the Effect of Individualized Study and Conventional Classroom presentation on retention in a language arts methods class," (Ed.D., University of Missouri, 1975).

CHAPTER 3

DESIGN AND METHODOLOGY

The purpose of this study was to determine the student attitudes about the "Theories of Communication Media" course, a course taught on a non-traditional format.

Rationale

The Department of Educational Communications at Ithaca College instituted a new format for a basic media course, "Theories of Communication Media," in the Fall of 1975. Two of the major professors of the department spent the summer of 1975 developing the behavioral objectives and preparing the necessary software for the new format. (See appendix A for the complete behavioral objectives.)

The Fall of 1975 saw the implementation of this course on the Ithaca College campus. At this time questions arose as to the student attitudes towards the course, such as: Do the students like this format? ; Are they motivated by it? ; Are the students more motivated by this format than a traditional lecture format?

After discussion with the two professors who were responsible for the course, it was decided that a survey should be conducted to ascertain the student attitudes about the course.

Population

The population was made up of all students enrolled in the "Theories of Communication Media" course during the terms listed: group one, Fall 1975; group two, Spring 1976; group three, Fall 1976; group four, Spring 1977; and group five, Spring 1978.

Survey Instrument

The questionnaire was developed to answer those questions relevant to determining student attitudes about this particular course and its mode of instruction. The questions and their relevance to the survey were developed and discussed. (See appendix B for the survey questions.)

Question one Have you ever taken a slide-tape
lecture course before? yes ___ no ___

The first question on the survey was asked to establish what percentage of the students enrolled in the "Theories of Communication Media" course had previously taken a course on a similar format. This was to determine any previous familiarity with the format.

Question two If so, was it at this college?

yes ___ no ___

This question was posed to determine what percentage of those students who had previously taken a slide-tape/lecture course had taken the course at Ithaca College.

Question three Do you like the format of

the slide-tape presentations? yes ___ no ___

This question was asked to determine whether or not the students liked the format of the media presentation. It is directly related to question four.

Question four Do you find the pacing of

the slide-tape presentations to be adequate?

yes ___ no ___

Question four B If no, check one too fast ___

too slow ___

This two part question was posed to determine if the pacing of the slide-tape programs was suitable for learning. The second part was asked to determine how many of the students who had answered "no" to question four felt that the pacing was either too fast or too slow.

Question five Do you find the Monday group
lecture to be necessary? yes ___ no ___

Question five was posed to ascertain the percentage of students who felt the large group lecture was necessary. Since much of the course material is covered in the slide-tape presentations, some students may find the format to be enough.

Question six Are the course objectives
clearly stated? yes ___ no ___

This question was asked to determine if the students had a strong grasp of what they were to accomplish in order to successfully complete the course.

Question seven Is the Monday lecture, combined
with the slide-tape presentations, adequate
to cover the stated objectives of the course?
yes ___ no ___

The purpose of question seven, in conjunction with question eight, is to establish by what modes the students feel they would learn the course material best. Question seven deals with the complete slide-tape/lecture format.

Question ten Do you feel motivated by the
present class structure? yes ___ no ___

Question ten is a straight forward question as to whether or not the students feel motivated by the slide-tape/lecture format.

Question eleven Would you feel more
motivated by a class which met three times
per week? yes ___ no ___

This question again deals with the question of motivation. Indirectly, it offers a comparison between the motivation which a student feels he/she receives from the two formats.

Space was provided at the end of the questionnaire for student comments.

Administering the survey

Once the survey was completed, decisions were made as to how it would be administered. It was decided that the survey would be given to the test population at a large group meeting during which a test was being given. The meeting decided upon was the night the last of three tests was given. The reasoning behind this decision was that a greater test population would be present on the evening of a required test.

The survey was attached to the tests given to the students, on a separate sheet of paper. Students were instructed to not sign the survey, and to hand it in independent of the test. It was administered to the identified population on the night of the last test during the semester. This allowed students the opportunity to become familiar with the course format.

Once the data were collected, a computer program was written to collate the data. In addition to writing the program, computer cards had to be punched for each individual student survey. Six sets of data were generated; five showed the respective groups individual percentages while the sixth set of data generated was a compilation of the first five sets of data.

The analysis of data took place after the six sets of data were obtained.

Summary

The development of a new format for the already existing "Theories of Communication Media" course led to the need for a student attitude study to investigate student reactions to the course. A survey was developed, covering key areas such as student preference and motivation. The survey was administered to five

groups of students enrolled in the course during a three year span. The information gathered was encoded on computer cards and data were generated to determine the percentages of answers to the questions. At this point, the data were ready to be analyzed.

CHAPTER 4

ANALYSIS OF DATA

This chapter presents the data collected as a result of the survey of the "Theories of Communication Media" course at Ithaca College. The survey was conducted over a three year span, with five groups of students involved, representing the following semesters: Fall 1975; Spring 1976; Fall 1976; Spring 1977; and Spring 1978. The cumulative test population was 738 students.

The computer program used was a frequency run to determine percentages and frequency of response. Adjusted frequency tables were also produced. Each table gives the following data: the total population for each group; the number responding "yes"; the number responding "no"; the number of individuals who did not respond to a particular question; the respective percentages for each of these groups; and the cumulative results of the data for the five groups.

The following pages are an analysis of the data generated by this study.

Question one Have you ever taken a slide-tape
lecture course before? yes___ no___

Table 1
Response to Question one

	n	yes	no	no response
group 1	91	30.8 (28)	69.2 (63)	--
group 2	155	18.7 (29)	81.3 (126)	--
group 3	162	22.2 (36)	77.8 (126)	--
group 4	156	22.4 (35)	77.6 (121)	--
group 5	174	11.5 (20)	88.5 (154)	--
cumulative	738	20.1 (148)	79.9 (590)	--

The data showed that 20.1% of the population of the five groups combined had taken a slide-tape lecture course before.

Question two If so, was it at this college?
 yes ___ no ___

Table 2
 Response to Question two

	n	yes	no	no response
group 1	91	26.4 (24)	35.2 (32)	38.5 (35)
group 2	155	16.8 (26)	29.7 (46)	53.5 (83)
group 3	162	15.4 (25)	30.9 (50)	53.7 (87)
group 4	156	18.6 (29)	25.6 (40)	55.8 (87)
group 5	174	10.3 (18)	29.3 (51)	60.3 (105)
cumulative	738	16.5 (122)	29.7 (219)	53.8 (397)

The data for question two showed that of the 20.1% of students responding yes to question one, 16.5% had taken their previous slide-tape course at Ithaca College.

Question three Do you like the format of
the slide-tape presentations?

yes ___ no ___

Table 3
Response to Question three

	n	yes	no	no response
group 1	91	79.1 (72)	17.6 (16)	3.3 (3)
group 2	155	81.3 (126)	14.2 (22)	4.5 (7)
group 3	162	92.6 (150)	6.8 (11)	4.5 (7)
group 4	156	83.3 (130)	14.7 (23)	0.6 (1)
group 5	174	82.2 (143)	16.7 (29)	1.1 (2)
cumulative	738	84.1 (621)	13.7 (101)	2.2 (16)

The data showed that, on a cumulative basis, 84.1% of the test population liked the format of the slide-tape presentation. The positive reply ranged from 79.1% from group one, to 92.6% from group three.

Question four A Do you find the pacing
of the slide-tape presentations to
be adequate? yes ___ no ___

Table 4
Response to Question 4 A

	n	yes	no	no response
group 1	91	76.9 (70)	19.8 (18)	3.3 (3)
group 2	155	75.5 (117)	20.0 (31)	4.5 (7)
group 3	162	80.9 (131)	16.7 (27)	2.5 (4)
group 4	156	75.0 (117)	21.2 (33)	3.8 (6)
group 5	174	71.8 (125)	26.4 (46)	1.7 (3)
cumulative	738	75.9 (360)	21.0 (155)	3.1 (23)

Of the students responding to this question, 75.9% of the population replied that the pacing was adequate. Group five gave the lowest positive reply of 71.8%, while group three stated the strongest "yes" reply of 80.9%.

Question four B if no, check one.

too fast___

too slow___

Table 5
Response to Question four B

	n	fast	slow	no response
group 1	91	8.8 (8)	7.7 (7)	82.4 (76)
group 2	155	8.4 (13)	10.3 (16)	80.0 (124)
group 3	162	9.3 (15)	6.2 (10)	84.5 (137)
group 4	156	4.5 (7)	16.0 (25)	79.5 (124)
group 5	174	4.6 (8)	21.8 (38)	72.4 (126)
cumulative	738	6.9 (51)	13.0 (96)	79.9 (590)

Students responding "no" to question four A were asked to also answer question four B to determine whether the pacing was too fast or too slow. Using an adjusted frequency table (see table 5 B) the data showed that 64.7% of those responding to question four B felt that the pacing of the slide-tape presentations was too slow. Of the population answering question four B, 35.9% felt that the pacing was too fast.

Table 5 B

Adjusted Frequency -- Response to Question four B

	n	too fast	too slow	no response
group 1	15	53.2 (8)	46.8 (7)	--
group 2	29	43.5 (13)	53.2 (16)	--
group 3	25	59.3 (15)	46.7 (10)	--
group 4	32	23.5 (7)	76.5 (25)	--
group 5	47	18.3 (8)	81.7 (39)	--
cumulative	148	35.9 (51)	64.7 (97)	--

Question five Do you find the Monday
group lecture to be necessary?

yes ___ no ___

Table 6
Response to Question five

	n	yes	no	no response
group 1	91	33.0 (33)	64.8 (59)	2.2 (2)
group 2	155	47.1 (73)	51.0 (79)	1.9 (3)
group 3	162	58.0 (94)	39.5 (64)	1.9 (3)
group 4	156	58.3 (91)	39.7 (62)	1.9 (3)
group 5	174	56.3 (98)	40.2 (70)	3.5 (6)
cumulative	738	52.3 (386)	45.3 (334)	2.3 (17)

The data gathered from question five showed that 52.3% of the population felt that the large group lecture was necessary. Of the total population surveyed, 45.3% indicated that it was not necessary while 2.3% made no reply.

Question seven Is the Monday lecture,
combined with the slide-tape presen-
tation adequate to cover the stated
objectives of the course? yes ___ no ___

Table 8

Response to Question seven

	n	yes	no	no response
group 1	91	82.4 (75)	12.1 (11)	5.5 (5)
group 2	155	91.0 (141)	9.0 (14)	--
group 3	162	92.6 (150)	6.2 (10)	1.2 (2)
group 4	156	92.3 (144)	5.8 (9)	1.9 (3)
group 5	174	92.5 (161)	5.7 (10)	1.7 (3)
cumulative	738	90.0 (671)	7.3 (54)	1.8 (13)

Of the students responding to this question, 90.9% of the population replied positively to this question, that the slide-tape presentations and Monday lecture were adequate to cover the objectives of the course.

Question eight B ...if supplemented by
appointments with the professor?

yes ___ no ___

Table 10
Response to Question eight B

	n	yes	no	no response
group 1	91	65.9 (60)	18.7 (17)	15.4 (14)
group 2	155	63.6 (97)	18.1 (28)	19.4 (30)
group 3	162	65.4 (106)	17.9 (29)	16.7 (27)
group 4	156	58.3 (91)	23.1 (36)	18.6 (29)
group 5	174	64.9 (113)	20.7 (36)	14.4 (25)
cumulative	738	63.3 (467)	19.8 (146)	16.9 (125)

Question eight B was the second part of question eight. Of the total population, 63.3% indicated that the course could be adequately covered by the slide-tape presentations and supplemental appointments with the professor. Of the remaining population, 19.8% felt that it could not be effectively handled on the specified format, while 16.9% made no reply.

Question nine Is this format better than
a class which meets three times per
week in a regular classroom setting?

yes ___ no ___

Table 11

Response to Question nine

	n	yes	no	no response
group 1	91	72.5 (66)	23.1 (21)	4.4 (4)
group 2	155	81.9 (127)	14.8 (23)	3.2 (5)
group 3	162	87.0 (141)	10.5 (17)	2.5 (4)
group 4	156	88.5 (138)	8.3 (13)	3.2 (5)
group 5	174	87.9 (153)	10.9 (19)	1.1 (2)
cumulative	738	84.7 (625)	12.6 (93)	2.7 (20)

Question nine received an 84.7% positive reply, as shown in table 11. Of the remaining population, 12.6% indicated that the format of the "Theories of Communication Media" course is not better than a traditional class format.

Question ten Do you feel motivated by
the present class structure?

yes ___ no ___

Table 12
Response to Question ten

	n	yes	no	no response
group 1	91	46.2 (42)	49.5 (45)	4.4 (4)
group 2	155	55.5 (86)	41.9 (65)	2.6 (4)
group 3	162	66.7 (108)	28.4 (46)	4.9 (8)
group 4	156	61.5 (96)	36.5 (57)	1.9 (3)
group 5	174	64.9 (113)	33.9 (59)	1.1 (2)
cumulative	738	60.3 (445)	36.9 (272)	2.8 (21)

Of the population surveyed, 60.3% of the students replied that they were motivated by the format of the course. This ranged from 46.7% of group 1 to 66.7% of group 2.

Question eleven Would you feel more motivated by a class which met three times per week? yes ___ no ___

Table 13

Response to Question eleven

	n	yes	no	no response
group 1	91	17.6 (16)	75.8 (69)	6.6 (6)
group 2	155	14.8 (23)	81.3 (126)	3.9 (6)
group 3	162	14.8 (24)	79.0 (128)	6.2 (10)
group 4	156	10.9 (17)	85.3 (133)	3.8 (6)
group 5	174	12.6 (22)	85.6 (149)	1.7 (3)
cumulative	738	13.8 (102)	82.0 (605)	4.2 (31)

The data from this question showed that 82% of the population felt they would not be more motivated by a class which met three times per week.

Summary

The preceding data were collected as a result of the survey administered to the "Theories of Communication Media" course at Ithaca College during a three year span. Five groups of students were surveyed, with a test population of 738 students.

The data show that approximately one-fifth of the population had previously taken a slide-tape/lecture course before. Of that 20%, 16.5% had taken the course at Ithaca College. Over three-quarters of the students stated that they liked the format of the course. Approximately three-quarters of the population indicated that the pacing of the slide-tape presentations was adequate.

More than half of the population found the large group lecture to be necessary. A high percentage of the students, 94%, stated that the course objectives were clearly stated.

A large percentage of the students, 90%, stated that the Monday lecture combined with the slide-tape presentations were adequate to cover the objectives of the course. This percentage dropped to 54% when the students were asked if the slide-tape presentations alone would be adequate to cover the stated objectives. More than 60% indicated that the course could be

adequately covered using the slide-tape presentations and supplemental appointments with the professor as needed.

Over three-quarters of the population indicated that this format was better than a traditional classroom setting. A high percentage of the students, 60%, stated that they felt motivated by the present class structure, while only 13.8% indicated that they would feel more motivated by a class which met three times per week.

CHAPTER 5

CONCLUSIONS

This chapter will summarize this study which was conducted to determine student attitudes towards the method of instruction used in teaching the course "Theories of Communication Media" at Ithaca College. The findings of the study will be discussed, implications reviewed, and recommendations will be made.

Summary of the study

Seven hundred thirty eight students took part in the study concerning the "Theories of Communication Media" course. The population consisted of all students enrolled in the course during a three year, five semester plan. The five groups were made up of students in all four years of study: freshmen; sophomore; junior, and senior.

The course format consisted of one large group meeting per week, conducted by the professor; one slide-tape presentation per week which was watched on an individual basis; and two lab sessions per semester where students were introduced to the various hardware discussed during the course.

The survey was administered on the night of the last test given during the semester. The largest population could be reached this way. Students were instructed to not sign the survey.

Each questionnaire was transferred to data cards and run through the computer on a frequency and adjusted frequency program. Five sets of individual data were generated and a sixth cumulative set was also generated.

Findings

Seven hundred thirty eight students were surveyed during this study. No data had been previously collected concerning the student attitudes toward the method of instruction. The data collected as a result of this study indicates:

1. Over 20% of the students had previously taken a slide-tape lecture course. Of this group, 16.5% had taken that course at Ithaca College.
2. The majority of students, 84.1%, liked the format of the slide-tape presentations.
3. A high percentage of students, 75.9%, indicated that the pacing of the slide-tape programs was adequate. Of those that felt the pacing was not adequate, 35.9% (adjusted frequency) felt that the pacing was too fast, while 64.7% indicated that it was too slow.

4. Approximately half of the population, 52.3%, felt that the Monday group lecture was necessary.
5. A large majority of the population, 93.9%, indicated that the course objectives were clearly stated.
6. The majority of the population, 90.7%, felt that the current format is sufficient to cover the objectives of the course.
7. The majority of the students, 54.2%, indicated that the course could be adequately covered by the slide-tape presentations. This figure rises to 63.3% if the professor is available as needed.
8. Of the students surveyed, 84.7% felt that the format of the "Theories of Communication Media" course was better than that of a class which met three times per week.
9. A high percentage of students, 60.3%, indicated that they felt motivated by the current format.
10. Of the total population, 82% indicated that they would not be more motivated by a class which met three times per week.

Conclusions

The data collected from this survey serves as the basis for drawing several conclusions. They are:

1. The majority of the students like the format of the slide-tape presentations. The cumulative average was 84.1%.
2. Over three quarters of the students indicated that they found the pacing of the slide-tape presentations to be adequate. Since the majority of students liked the format, and found the pacing to be adequate, similar courses should be considered for transfer to this format, pending determination of their suitability for this format. Such courses would allow teachers more opportunity to work with students on a one to one basis as needed.
3. The majority of the population found the Monday lecture to be necessary. Students indicated that the Monday lecture, in conjunction with the slide-tape presentations, was adequate to cover the stated objectives of the course. The data indicate that this method of instruction is a viable alternative to traditional teaching formats, from the students viewpoint. While 54.2% of the

students indicated that they felt the course could be adequately handled by the slide-tape presentations alone, 90.9% of the population felt that the course could be handled best as it is. This information suggests a contract basis for the course. Students could contract to take the course on one of the two formats: totally individualized study, with appointments with the professor as needed; or as the format currently exists.

4. A large percentage of the population, 84.7%, indicated that this format was better than a traditional class which meets three times per week. The purpose of this area of questioning was not to determine which format was better. Instead, it was to find out if the students liked this format more than a traditional lecture format. Based on the data gathered, since the students liked the format of the slide-tape presentations and liked the overall format more than traditional classrooms, it would seem evident that certain other courses that were suitable could be adapted to this format, and that such courses would be well received by the students.
5. Motivation is a prime factor in student reactions to a particular subject. Over half

of the population, 60.3%, felt motivated by the current structure of the "Theories of Communication Media" course. While this is a high percentage, it becomes more impressive when combined with the data that only 13.8% of the population would feel more motivated by a traditional class. The data indicate that, possibly, students could learn more and be more interested and motivated by the slide-tape lecture format for teaching.

Recommendations

Based on the data gathered from the survey of the "Theories of Communication Media" course, the following recommendations are made:

1. The current format of the course "Theories of Communication Media" is well received by the students. The course should continue to be taught on this format.
2. The majority of students indicated that they liked the format of the "Theories of Communication Media" course, and that they feel more motivated by it than they do by traditional classroom formats. It is recommended that courses of a similar nature and suitable content be considered for transfer to this format.

3. It is recommended that a similar study be undertaken in one to two years to see if the current data correlates with the future findings.
4. For further study it is recommended that the survey request from the student the following information: sex; age; class; major; and approximate grade point average. This would allow a basis for more detailed study, to see if any particular characteristics tend to have a significant role in a students like/dislike of the format.
5. For future study, it is recommended that question nine, "Is this format better than a class which meets three times per week in a regular classroom setting?", be changed. The question should ask which format does the student like better, not which format is better.

Summary

Seven hundred and thirty eight students took part in the survey of the "Theories of Communication Media" course at Ithaca College. The survey covered a five semester, three year span.

The survey was administered on the night of the last test given during the semester. All data were transferred to computer cards, and run through the computer on a frequency and adjusted frequency program. The data were analyzed, and findings, conclusions, and recommendations were reported.

The data indicated that more than three-quarters of the students surveyed liked the format of the slide-tape presentations. Of the total population, 76% stated that the pacing was adequate as is. More than half of the population surveyed felt that the Monday lecture was necessary. A very high percentage, 91%, indicated that the course objectives were clearly stated. Recommendations were made to continue teaching the course on its current format, since the majority of students indicated support of the various methods used in teaching this course.

Over four-fifths of the population surveyed indicated that they felt the "Theories of Communication Media" course was better than a traditional class which met three times per week. While 60.3% of the students stated that they felt motivated by the current format, only 13.8% indicated that they would feel more motivated by a traditional class which met three times per week. This information, coupled with the fact that the majority of students felt that the current

format is adequate to cover the stated objectives suggests that other courses of a suitable nature be considered for transfer to this format.

It was further recommended that a similar study be undertaken in one to two years to see if future findings support the current data. The study should cover information such as: age; sex; class; major; and approximate grade point average. In addition, question nine should be restated to end any confusion about its intent.

Selected Comments

Students were given an opportunity to voice opinions about the course at the end of the questionnaire. This provided a means of discovering any attitudes that might not have been covered by the questionnaire. The responses were varied:

"The format...is basically good. The learning packages are a good idea. The Monday night lectures are not always necessary."

"...add more material that is challenging..."

"I like the learning which occurs with the slide-tape presentations, but I resent the impersonal methods."

"good class...need to know if teaching..."

"I learn more than if I had (a) lecture three times per week."

"I learned a lot."

"I think it is the only course I ever had here that really motivates me and keeps my desire for learning active."

"I personally do not like the independent type study--I would much rather have a regular lecture."

"...should be an independent study with the slide-tape presentations alone."

"Love this class!"

"...one of the most structured courses I have ever taken...a definite order for everything."

"Being a future teacher, this class has given me an alternate method of teaching and expressing many thoughts."

"for some reason, I find this format much easier to learn from and (it) creates less anxiety..."

"I think the class format--slide-tapes etc. should be used to supplement and aid instruction in other schools at the college--Business etc."

The overall reaction to the format of the course was positive. Many of the students made a point of mentioning that they preferred the current format to that of a traditional class, for various reasons. Some liked setting their own time to view the slide-tape presentations, while others liked the overall structure given to the class by the behavioral objectives.

Those students who indicated a negative attitude towards the course felt that the course was too impersonal, or too independent. They expressed a desire for the traditional classroom.

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APPENDIX A
COMPLETE BEHAVIORAL OBJECTIVES
"THEORIES OF COMMUNICATION MEDIA" COURSE

1. COMMUNICATIONS THEORY

Goal Rationale

The purpose of this unit is to develop a clearer understanding of the way in which people communicate and the complex nature of the communications process. To survive in our modern society, we must be able to make ourselves understood by others, and in turn, understand them. The need to understand the communications process is essential to every individual--regardless of the type of work one engages in for a livelihood.

A secondary purpose of this unit is to relate the communications process to the field of educational media and to draw inferences as to how one may better utilize media in the process of communicating in instructional settings.

Specific Objectives

- 1.1 The student will be able to identify and order the four modes of the communication day moving from least used to most frequently used.
- 1.2 The student will be able to define the word communication as developed in this course.
- 1.3 The student will be able to identify and describe the act of communication between: a. animal/animal; b. animal/machine; and c. machine/machine.
- 1.4 The student will be able to name and describe four purposes for human communication.
- 1.5 The student will be able to name the four basic elements of the communication process as developed in the Berlo Model.
- 1.6 The student will be able to identify and describe the four factors found within each source and the receiver in the communications model.
- 1.7 The student will be able to construct a communications model.
- 1.8 Given a specific illustration of human verbal interaction, the student will be able to identify the elements and place them in proper order within a communications model.

- 1.9 The student will be able to describe the "feedback loop" in communications.
- 1.10 The student will be able to name and describe specific barriers to effective communication.
- 1.11 The student will be able to define the term "noise" as used in the communication process.
- 1.12 The student will be able to define the term "visual literacy."
- 1.13 The student will be able to differentiate between language and communications.
- 1.14 Using Dale's Cone of Experience, the student will be able to name and describe the most abstract and most concrete levels.

2. LEARNING THEORY AND BEHAVIORAL OBJECTIVES

Goal Rationale

The purpose of this unit is to develop a basic understanding of learning theories and the implications of these theories in the Media/communication fields.

A secondary purpose of this unit is to develop a clear understanding of behavioral objective writing and the need for narrowly stated objectives.

Specific Objectives

- 2.1 The student will be able to define the word "learning" as developed in this course.
- 2.2 The student will be able to differentiate between "acquisition" and "extension" learning.
- 2.3 The student will be able to list and briefly describe the three domains of learning.
- 2.4 The student will be able to list and describe each of the six elements identified under the Cognitive Domain and rank them in hierarchical order.

- 2.5 The student will be able to describe and differentiate between the two major learning theories developed in this class.
- 2.6 The student will be able to describe and illustrate by example the S-Rr approach to learning.
- 2.7 The student will be able to describe and illustrate by example positive and negative reinforcement in the S-Rr approach.
- 2.8 The student will be able to accurately distinguish between written objectives which are stated in terms of student behavior and those not so stated.
- 2.9 The student will be able to define the term "overt behavior."
- 2.10 The student will be able to convert non-behavioral objectives to objectives which adequately describe post-instruction behavior.
- 2.11 The student will be able to differentiate between ambiguously and non-ambiguously stated objectives.
- 2.12 The student will be able to define the word "criterion" as used in this class.
- 2.13 The student will be able to name and define the five (5) categories of behavioral objectives developed in this class.
- 2.14 The student will be able to define the term "stated Conditions" as developed in this class.
- 2.15 The student will be able to identify and describe the term "degree of proficiency" as developed in this class.
- 2.16 The student will be able to differentiate between content goals and specific objectives.
- 2.17 The student will be able to identify specific action verbs which result in more clearly defined student behavior from the non-action verbs that result in ambiguity.
- 2.18 The student will be able to list the four (4) criteria for writing good objectives.

3. PROGRAMMED INSTRUCTION AND SYSTEMS

Goal Rationale

To provide the students with an over-view of the complex process of programming and to introduce them to basic vocabulary of this type of instruction. A secondary purpose of this unit is to develop an awareness of the systematic approach of instruction and to encourage students to apply the elements of a system to any instructional setting.

Specific Objectives

- 3.1 The student will be able to define the term "programmed instruction" as developed in this class.
- 3.2 The student will be able to list the primary advantages of programmed instruction.
- 3.3 The student will be able to list the major limitation of programmed instruction.
- 3.4 The student will be able to describe and illustrate a linear programming sequence.
- 3.5 The student will be able to describe and illustrate a branching programming sequence.
- 3.6 The student will be able to match the names "Skinner" and "Crowder" with a specific type of programming sequence.
- 3.7 The student will be able to define the terms "step" and "frame" as developed in this class.
- 3.8 The student will be able to describe the function of Computer Assisted Instruction (CAI).
- 3.9 The student will be able to describe a remote access system.
- 3.10 The student will be able to define the term "autotutorial program" as developed in this class.
- 3.11 The student will be able to define the term "self-pace" as developed in this class.

- 3.12 The student will be able to identify the learning theory most closely associated with programmed instruction.
- 3.13 The student will be able to define the term "S-R_r" as developed in this class.
- 3.14 The student will be able to define the word "systems" as developed in this class.
- 3.15 The student will be able to graphically illustrate the systems statement.
- 3.16 The student will be able to list and discuss the inter-relationship of the six (6) elements of an instructional system.
- 3.17 The student will be able to list and describe the function for ten (10) variables of the systematic approach to instruction as developed in this class.
- 3.18 The student will be able to define the words "gaming and simulation" as developed in this class.
- 3.19 The student will be able to list the major strengths and limitations of simulation exercises.
- 3.20 The student will be able to define the term "entering behaviors" as developed in this class.
- 3.21 The student will be able to define the term "analysis of feedback" as developed in this class.
- 3.22 The student will be able to describe the two instructional strategies that are appropriate to the systems model developed in this class.

4. EDUCATIONAL MEDIA FIELD AND THE EVALUATION OF MEDIA

Goal Rationale

The purpose of this unit is to develop a clear understanding of the rise of the field of educational media and what implications media instruction may have for any educational program.

A second purpose of this unit is to establish criteria by which both media hardware (equipment) and software (materials) may be evaluated.

Specific Objectives

- 4.1 The student will be able to define the term "educational media" as developed in this course.
- 4.2 The student will be able to rank order five (5) significant contributors to the rise of media use in instructional settings.
- 4.3 The student will be able to graphically illustrate the curriculum triangle and describe the various elements of that model.
- 4.4 The student will be able to cite the cardinal rule for the use of media in instructional settings.
- 4.5 The student will be able to identify at least five (5) of the ten (10) broad, general criteria used in the selection and evaluation of media hardware.
- 4.6 The student will be able to list and describe at least five of the seven (7) criteria used in the selection and evaluation of media software.
- 4.7 The student will be able to cite the "primary consideration" noted for the selection of any media software.
- 4.8 The student will be able to list and describe four (4) specific ways in which new materials or equipment may be evaluated.
- 4.9 The student will be able to define the word "hardware" as developed in this class.
- 4.10 The student will be able to define the word "software" as developed in this class.

5. TELEVISION

Goal Rationale

To have the student be aware of simple, user-oriented television systems and to develop an awareness of the more complex systems.

Specific Objectives

- 5.1 The student will be able to define the research term "NO SIGNIFICANT DIFFERENCE."
- 5.2 The student will be able to explain the NSD research findings as they apply to television.
- 5.3 The student will be able to define the term "Broadcast Television" as developed in this class.
- 5.4 The student will be able to define and illustrate at least two types of "Closed Circuit Television Systems."
- 5.5 The student will be able to define the term "Educational Television" as developed in this class.
- 5.6 The student will be able to give at least two illustrations or examples of ETV.
- 5.7 The student will be able to define "Instructional Television" as developed in this class.
- 5.8 The student will be able to identify the initials "VTR" and describe its general function.
- 5.9 The student will be able to cite at least three (3) unique applications of the VTR equipment.
- 5.10 The student will be able to describe a "feedback system" as applied to television.
- 5.11 The student will be able to list several major advantages of using television in instructional settings.
- 5.12 The student will be able to list the significant limitations to using television in instructional settings.

- 5.13 The student will be able to cite the major advantages of video-tape over motion picture film.
- 5.14 Given a specific instructional situation, the student will be able to determine how television may be used effectively to enhance the learning atmosphere.
- 5.15 The student will be able to cite several responsibilities of the classroom teacher when using pre-recorded TV materials.
- 5.16 The student will be able to name at least five (5) program sources for ordering instructional television programs.

6. SLIDES AND FILMSTRIPS

Goal Rationale

To develop an understanding of the variety of slide and filmstrip materials available and to assess the values and limitations of each method.

Specific Objectives

- 6.1 The student will be able to list at least four advantages of using slides in instruction.
- 6.2 The student will be able to list at least four (4) advantages of using filmstrips in instruction.
- 6.3 The student will be able to cite the major advantages of slides over filmstrips.
- 6.4 The student will be able to cite several dis-advantages of using slides.
- 6.5 The student will be able to differentiate among the three basic slide formats by describing the frame aperture for the 35mm slide; the Kodak 126 Instamatic slide; and the TV format slide.
- 6.6 The student will be able to define and describe the difference between a double and a single frame in a filmstrip.

- 6.7 The student will be able to define micro-forms and the suggested areas for application for this medium.
- 6.8 The student will be able to identify a combination slide-filmstrip projector and to match each with the appropriate medium format.
- 6.9 The student will be able to identify and describe the application of the random access slide projector.
- 6.10 The student will be able to identify and describe the application of the Ektagraphic visualmaker kit by Kodak.

7. OPAQUE AND OVERHEAD PROJECTORS

Goal Rationale

The purpose of this unit is to provide students with a basic understanding of two kinds of still projected visual media. The secondary purpose is to provide students with basic information regarding the relative strengths and limitations of both the opaque and the overhead projector.

Specific Objectives

- 7.1 The student will be able to describe the principle of reflected light as used with the opaque projector.
- 7.2 The student will be able to list and briefly describe the five (5) major advantages of using the opaque projector as developed in this course.
- 7.3 The student will be able to describe and graphically illustrate the "blow-up" method of enlargement using the opaque projector.
- 7.4 The student will be able to describe and graphically illustrate the "grid/blow-up" method of enlargement using the opaque projector.

- 7.5 The student will be able to list and briefly describe five (5) specific limitations of using the opaque projector in an instructional setting.
- 7.6 The student will be able to describe the principle of direct light as used with the overhead projector.
- 7.7 The student will be able to list five (5) major advantages of using the overhead projector.
- 7.8 The student will be able to name and describe the three kinds of basic materials that may be used with the overhead projector.
- 7.9 The student will be able to describe the major limitation of using the overhead projector.
- 7.10 The student will be able to identify the essential operating parts of both the opaque and overhead projectors from a list and be able to indicate the location of each of these parts on a diagram of each of the machines.

8. NON-PROJECTED DISPLAYBOARDS

Goal Rationale

The purpose of this unit is to develop a basic understanding of the advantages and limitations of a variety of non-projected visual media.

Specific Objectives

- 8.1 The student will be able to define the term "flat pictures" as developed in this class.
- 8.2 The student will be able to cite several advantages to using flat pictures in instruction.
- 8.3 The student will be able to describe tear sheets and cite their advantages.
- 8.4 The student will be able to explain the major limitations of flat pictures.

- 8.5 The student will be able to list several valid reasons for mounting flat pictures.
- 8.6 The student will be able to differentiate between models and realia.
- 8.7 The student will be able to list several advantages of using models in instruction.
- 8.8 The student will be able to name and describe at least three (3) types of models.
- 8.9 The student will be able to illustrate the three factors of model/realia relationship.
- 8.10 The student will be able to describe a diorama and list several advantages for using this device in instructional settings.
- 8.11 The student will be able to cite the major strengths and weaknesses of the chalkboard in instruction.
- 8.12 The student will be able to describe the "pounce pattern" technique for chalkboard use.
- 8.13 The student will be able to describe the process and show the materials needed in making sugar-chalk.
- 8.14 The student will be able to list the unique advantages of using the sugar-chalk method.
- 8.15 The student will be able to list the major advantages of using "templates" in chalkboard work.
- 8.16 The student will be able to list several advantages of using the feltboard.
- 8.17 The student will be able to describe manipulative displayboards and cite the advantages of such material.
- 8.18 The student will be able to differentiate between manipulative and non-manipulative displayboards.
- 8.19 The student will be able to define the term "developmental" as used in this class.

- 8.20 The student will be able to describe the process of making feltboards or magneticboards.
- 8.21 The student will be able to describe the "electricboard" and cite its unique advantage over other displayboards.
- 8.22 The student will be able to list several advantages of using the bulletinboard in instruction.
- 8.23 The student will be able to describe several types of bulletinboards and to define their use.
- 8.24 The student will be able to describe the "slow pace vehicle" term applied to most non-projected visuals.

9. AUDIO DEVICES

Goal Rationale

To have the student understand the advantages and limitations of various audio devices in instructional settings.

Specific Objectives

- 9.1 The student will be able to name and describe three (3) causes of missing or misunderstanding the spoken word.
- 9.2 The student will be able to differentiate between hearing and listening.
- 9.3 The student will be able to list and describe four (4) ways to improve one's listening skill.
- 9.4 The student will be able to describe the process of compressed speech.
- 9.5 The student will be able to describe the limitation of audio devices in group settings.
- 9.6 The student will be able to name at least four (4) ways in which audio devices may be effectively used.

- 9.7 The student will be able to name the two (2) most significant uses of audio devices in instructional settings.
- 9.8 The student will be able to cite the major advantages of combining audio devices with visual media.
- 9.9 The student will be able to cite the major advantages of combining audio devices with visual media.
- 9.10 The student will be able to cite the major advantage and disadvantage of disc recordings over magnetic tape recordings.
- 9.11 The student will be able to describe the proper storage arrangement for disc recordings.
- 9.12 The student will be able to describe the physical properties of magnetic recording tape and list the variables that determine playing time of a specific reel of tape.
- 9.13 The student will be able to describe the process of tape duplication and to identify the most effective method.
- 9.14 The student will be able to identify three (3) different types of microphones.
- 9.15 The student will be able to describe and graphically illustrate the proper procedure for splicing magnetic recording tape.
- 9.16 The student will be able to define tele-lecture and to name the major advantages of this mode of instruction.

10. GRAPHICS

Goal Rationale

The purpose of this unit is to develop an understanding of what constitutes graphic media and to develop a basic acceptance of the graphic role in media.

Specific Objectives

- 10.1 The student will be able to define the word "graphics" as developed in this class.
- 10.2 The student will be able to name four (4) characteristics or principles of design.
- 10.3 The student will be able to cite at least four (4) advantages of graphics.
- 10.4 The student will be able to name the six (6) elements of design.
- 10.5 The student will be able to name the three (3) fundamentals of design.
- 10.6 The student will be able to define the term "graphs" and give an illustration of the four basic types.
- 10.7 The student will be able to discriminate among three (3) basic types of charts.
- 10.8 The student will be able to cite the cardinal principle for lettering graphics to make them adequate for purpose.
- 10.9 The student will be able to define and describe the principle of optical and mechanical lettering.
- 10.10 The student will be able to name five (5) specific lettering techniques.
- 10.11 The student will be able to describe each of the five (5) lettering techniques developed in this class.
- 10.12 The student will be able to cite at least four (4) reasons for mounting materials.
- 10.13 The student will be able to name and identify three methods used in the mounting of graphic materials.
- 10.14 The student will be able to list the five principles appropriate for the production of any graphic presentation.

11. DRY MOUNT AND DUPLICATION PROCESSES

Goal Rationale

The purpose of this unit is to develop an awareness of the four most common methods of duplicating materials for classroom use, and to develop a basic understanding of the advantages of each type.

A second purpose is to develop an understanding of the mounting techniques and the methods for mounting.

Specific Objectives

- 11.1 The student will be able to list the four most common methods of duplicating materials.
- 11.2 The student will be able to identify specific instances of application and advantages for each method.
- 11.3 The student will be able to cite why one should mount materials.
- 11.4 The student will be able to list the five methods of mounting given in this lesson.
- 11.5 The student will be able to describe either by doing or by written explanation how to mount materials using each of the methods.
- 11.6 The student will be able to identify specific instances where one might use each mounting technique.
- 11.7 The student will be able to differentiate between thermal spirit duplicating and regular spirit duplicating processes.
- 11.8 The student will be able to cite two major advantages of thermal duplicating.
- 11.9 The student will be able to identify three kinds of materials that are appropriate for making masters for thermal spirit duplicating.

12. MOTION PICTURE PRINCIPLES

Goal Rationale

To develop an understanding of the areas of familiarization, selection, utilization and evaluation of motion picture film.

Specific Objectives

- 12.1 The student will be able to list the major advantage and primary disadvantage of using motion picture film in instructional settings.
- 12.2 The student will be able to list and describe the five (5) motion picture film types identified as instructional films.
- 12.3 The student will be able to name and describe different film sizes and identify their uses.
- 12.4 The student will be able to name and describe the four (4) motion picture film competencies.
- 12.5 The student will be able to describe unique film medium techniques.
- 12.6 The student will be able to list and describe the various unique film medium factors.
- 12.7 The student will be able to cite at least five sources for instructional films.
- 12.8 The student will be able to describe the steps of proper film utilization.
- 12.9 The student will be able to describe the process of film evaluation and cite specific criteria used in this process.
- 12.10 The student will be able to describe the 8mm single concept film.

13. MOTION PICTURES OPERATIONS

Goal Rationale

To develop a performance competency in utilizing a 16mm sound projector by demonstrating threading, projection, including sound and visual. A secondary purpose is for the student to be able to identify the basic principles of film utilization in a classroom.

Specific Objectives

- 13.1 The student will be able to define the term "persistence of vision" as related to motion pictures.
- 13.2 The student will be able to identify the general properties of 16mm film.
- 13.3 The student will be able to identify and differentiate between optical and magnetic motion picture sound systems.
- 13.4 The student will be able to differentiate between the optical section and the audio section of a motion picture projector; and to describe the function of each section.
- 13.5 The student will be able to identify the drive areas within a 16mm projector relative to proper threading procedure.
- 13.6 Given a 16mm sound projector and a 16mm sound film, the student will be able to properly thread the film and project it in proper focus and proper sound.
- 13.7 The student will be able to demonstrate the proper utilization techniques for film as developed in this class.
- 13.8 The student will be able to identify the two basic picture screen types.
- 13.9 The student will be able to identify or define the three different screen surface conditions and their appropriate reflective characteristics.

- 13.10 The student will be able to describe what is meant by the "common sense judgment" rule.

14. TRANSPARENCY PRODUCTION (PART I)

Goal Rationale

The purpose of this unit is to develop an awareness of the advantages of using transparencies with the overhead projector for more effective message transmission in instructional settings. A secondary purpose of this unit is to develop an understanding of the parts, the uses, and the production of homemade transparencies.

Specific Objectives

- 14.1 The student will be able to list and describe four major advantages of using transparencies in instruction.
- 14.2 The student will be able to name and identify the components of a transparency.
- 14.3 The student will be able to differentiate between sequential and random mounting of transparency overlays.
- 14.4 The student will be able to cite the advantages and the limitations of both the random and the sequential mounting techniques.
- 14.5 The student will be able to describe and demonstrate the proper technique for mounting both the base cell and the overlays of a transparency.
- 14.6 The student will be able to differentiate between the overlay and the disclosure method of presenting fragmented information.
- 14.7 The student will be able to illustrate three types of disclosure masks used in transparency presentations.

- 14.8 The student will be able to describe at least four kinds of materials that are suitable for making transparency visuals without the aid of production machines.
- 14.9 The student will be able to describe "commercially prepared" transparencies and to discuss both the advantages and the limitations of them.
- 14.10 The student will be able to describe the "commercial masters" available for the production of transparencies.
- 14.11 The student will be able to describe "3-D Movable" transparencies and list the advantages of them.
- 14.12 The student will be able to identify the polarization technique and cite where this approach would be most appropriately used.
- 14.13 The student will be able to describe the use of opaque/transparent combination of materials for use with the overhead projector and cite the major advantages of using this approach.

15. TRANSPARENCY PRODUCTION (PART I - MACHINE MADE)

Goal Rationale

The purpose of this unit is to develop a basic

understanding of type and operation of various production equipment used in making transparencies for instruction.

Specific Objectives

- 15.1 The student will be able to describe the "thermal process" for making transparencies.
- 15.2 The student will be able to list at least five kinds of materials that are suitable for making a master to be used with the thermal process.
- 15.3 The student will be able to cite the major advantages of using the thermal process of transparency production.

APPENDIX B
QUESTIONNAIRE USED TO SURVEY THE
"THEORIES OF COMMUNICATION MEDIA" COURSE

Please detach this questionnaire from the test.
DO NOT SIGN YOUR NAME.

This questionnaire is part of a survey being done for the Graduate Research course 23-596. Please answer all questions and turn in separately from your test.

	YES	NO
1. Have you ever taken a slide-tape/ lecture course before?	___	___
2. If so, was it at this college?	___	___
3. Do you like the format of the slide- tape presentations?	___	___
4. Do you find the pacing of the slide- tape presentations to be adequate?	___	___
IF NO, CHECK ONE		
too fast	___	
too slow		___
5. Do you find the Monday group lecture to be necessary?	___	___
6. Are the course objectives clearly stated?	___	___
7. Is the Monday lecture, combined with the slide-tape presentations adequate to cover the stated objectives of the course?	___	___
8. Do you feel the course could be adequately covered, as stated in the objectives, by the slide-tape presentations alone?	___	___
...if supplemented by appointments with the professor?	___	___
9. Is this format better than a class which meets three times per week in a regular classroom setting?	___	___