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INSTRUCTIONAL TELEVISION: THE ORGANIZATION
AND ADMINISTRATION OF AN EFFECTIVE UTILIZATION
PROGRAM FOR SINGLE OR MULTIPLE SYSTEM APPLICATION

by

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Instructional Television: The Organization and Administration
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In the book of Matthew it says, "Nor do men light a lamp and put it under a bushel, but on a stand, and it gives light to all in the house." One does not have to work in education too many years to realize that there are so many lights under so many bushels--boys and girls who have such bright lights to let shine if only someone would help them. And there are teachers that want to help and look for the best ways to help them succeed. Because there are boys and girls who want to learn and teachers who want to help them, there are others who seek to make the process a bit easier and more effective. It is to these boys and girls and their teachers that this writer is indebted for a reason and a purpose to make this study.

The process has been a long one--too long, and the writer is indebted to his adviser, Dr. W. C. Meierhenry, for his patience, help, encouragement, and guidance; and to his committee who have so long encouraged and given direction to his work.

To my parents, I say thank you for so very much.

It is to the writer's family that he owes so much--who, together, have discovered that from adversity can come happiness. Their love, understanding, and encouragement have made the completion of this study possible. But especially to my wife, Lila, am I grateful--her sacrifice, help, and continuing encouragement was the difference...

C.B.K.

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CHAPTER I

INTRODUCTION

It is apparently a paradox of modern education that the introduction of the medium of television into the teaching-learning process has been deemed both an effective tool of instruction and a peripheral, unnecessary instructional aid. This paradox was sharply delineated by two separate documents which were printed just fourteen months apart.

There can no longer be any real doubt that children and adults learn a great amount from instructional television, just as they do from any other experience that can be made to seem relevant to them--experiences as different as watching someone rotate a hula hoop or reading the encyclopedia. The effectiveness of television has now been demonstrated in well over 100 experiments, and several hundred separate comparisons, performed in many parts of the world, in developing as well as industrialized countries, at every level from preschool through adult education, and with a variety of subject matter and method.¹

After more than a decade of intensive effort and expenditure of hundreds of millions of dollars, has television made a real impact on America's schools and colleges? Has it made a worthwhile contribution to education?

The short answer to such a sweeping question would probably have to be "No." Whether measured by the numbers of students affected, or by the quality of the product, or by the advancement of

¹Godwin C. Chu and Wilbur Schramm. Learning From Television, What the Research Says (Washington, D. C.: National Association of Educational Broadcasters, 1967), p. 1.

learning, televised teaching is still in a rudimentary stage of development. The medium can take credit for helping understaffed schools to cope with ever increasing enrollments. But television has not transformed education, nor has it significantly improved the learning of most students. In short, TV is still far from fulfilling its obvious promise. Television is in education, but it is still not of education.²

In reaching their optimistic conclusion, Chu and Schramm reviewed over a hundred specific research projects and hastened to point out that they concerned themselves primarily with the use of instructional television under "favorable conditions" and emphasized that given "favorable conditions," children do learn efficiently from instructional television.³

Murphy and Gross, on the other hand, made a more general survey of use of instructional television in the elementary and secondary schools of the United States and used the words of Jack McBride, Director of Television and General Manager, KUON-TV, the University of Nebraska, to underscore one of their very critical conclusions.

If something happened tomorrow to wipe out all instructional TV, American schools and colleges would hardly know it was gone. I say this as an ardent, and undiscouraged, believer in the efficacy and importance and ultimate full use of TV in education. But TV is still far from the point of playing an integral role in education. We're still peripheral.⁴

²Judith Murphy and Ronald Gross. Learning by Television. (New York: Academy for Educational Development, Inc., The Fund for the Advancement of Education, 1966), p. 9.

³Chu and Schramm, op. cit., p. 1.

⁴Murphy and Gross, op. cit., p. 43.

Mr. McBride's words were quite prophetic, because in the fall of 1969, the Los Angeles City Board of Education decided to forego school television broadcasts and the reason for the discontinuance was summarized by Dr. James Loper, Vice-President and General Manager, KCET, when he said, "I think that the L. A. City disaster is a classic case of television being used as a peripheral activity in education rather than being integrated totally into the instructional program."⁵

While the broadcaster pointed his finger at the educator and criticized his failure to make broadcast television an integral part of curriculum and instruction, the educator added fuel to the fire with accusations of his own. At the national convention of the Department of Audio-Visual Instruction (now AECT), held in Portland, Oregon, in 1969, Professor Arthur Pearl, University of Oregon, concluded his first session presentation by saying, "As bad as television is, it is still better than the schools."⁶

Maynard Orme and Jack Stoltz attacked both the broadcasters and the educators when they said:

Instructional television in many areas is starving. It is dying from malnutrition caused by lessons that are frequently indigestible to

⁵James C. Loper, ETV Newsletter, November 3, 1969, p. 3.

⁶Phil C. Lange, "Thorns in Rose City," Audio-Visual Instruction, 14:29, June-July, 1969.

the teacher and student alike. It is half-heartedly nursed by school administrators and government officials at all levels who supply just enough lip service and financial aid to keep it⁷ alive, barely, but not enough for robust growth.

In February, 1969, a report was published by the U. S. Department of Health, Education, and Welfare, which revealed the results of a study of various types of resistance to the use of instructional television in public school systems. The study reached many of the same conclusions already identified by Chu, Schramm, Murphy, Gross, Orme, and Stoltz, but went on to point out that,

ITV classroom utilization, as a process independent of production and transmission, has received an inadequate allocation of resources in school systems. More often than not, classroom utilization aids, adequately compensated teacher-training, equipment maintenance, objective classroom program evaluation, and formal utilization feedback systems were, if existent, insufficiently programmed and supported in the school systems to have had a significant impact on ITV utilization rates.⁸

Utilization of instructional television has not

⁷Maynard E. Orme and Jack H. Stoltz, "To Save A Medium," Educational/Instructional Broadcasting, 3:47, November, 1970.

⁸Richard V. Wagner, William A. Lybrand, and Wayne M. Resnick. A Study of Systemic Resistances to Utilization of ITV in Public School Systems, Volume II, Case Studies (Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1969), p. iv.

always been clearly understood by those using the term as Serena Wade pointed out.

During the past decade, discussion of TV utilization in education journals has revealed a prevailing confusion between "utilization" as method effectiveness and extent of use (Twyford & Doherty, 1961). In fact, all data on utilization prior to 1960 concentrated solely on TV sets in classrooms. More recently, attention has been given to methodological implications of instructional TV (Guba & Snyder, 1965). Researchers have indicated that the systematic use of television requires some relinquishment of the teacher's curriculum autonomy and a redefinition of her instructional role to "manager of learning situations" and/or "counselor of individual learners" (Tyler, 1962).⁹

In summarizing the research, Chu and Schramm discovered that, "Perhaps the greatest lack is training for the classroom teacher in the role he must assume with the coming of television."¹⁰

These same two researchers identified the whole realm of "favorable conditions," "methodological implications of instructional TV," and "training for the classroom teacher in the new role," by stating:

Instructional television works best when it is made an integral part of instruction--that is, when it is woven into a classroom context of learning activities; indeed when the studio and classroom teachers function as nearly as possible as a teaching team.¹¹

⁹Serena E. Wade, "Effects of Television Utilization Procedures on Learning," AV Communication Review, 17:283, Fall, 1969.

¹⁰Chu and Schramm, op. cit., p. 20.

¹¹Ibid., p. 100.

Beyond those larger considerations, the research seems to suggest that effective use of television grows out of attention to the basic requirements of good teaching, rather than to any fanciness that might be peculiar to television.¹²

The summarizers of research and the ITV practitioners have expressed the concern that ITV utilization has not sufficiently been identified methodologically; that teacher-training in utilization of instructional television has been insufficient; and that the resources, intellectual and financial, of the public schools have not been brought to bear on the problem of effective classroom utilization of television. This study will focus on the identification of the elements of methodological utilization of instructional television, their application to teacher-training situations, and the results of the use of these elements in the classroom.

Statement of the Problem

The purpose of this study was to identify the elements of effective classroom utilization of instructional television and organize these elements into a teacher-education program.

Definition of Terms

The following definitions are presented for use in this study:

¹²Ibid.

Instructional Television. Programs developed, designed, and produced at the elementary and secondary levels of schooling for use as part of the instructional program.

Utilization. Methodological techniques, understanding, and background for the incorporation of televised instruction for the ongoing instruction of the individual classroom teacher.

Organization and Administration. The arrangement of the elements of instructional television utilization into a logical sequence of presentation and the presentation of these elements in a teacher-training situation for later application in a classroom teaching situation.

Single or Multiple System. In the context of public school systems, the use of instructional television utilization techniques in a single classroom, whether this classroom is part of a large or small school district. Such techniques are applicable similarly in one school system or many systems simultaneously.

Sources of the Data and Procedures

A survey of the available literature in the field of instructional television was conducted with consideration being given to: (1) the historical development of the utilization of instructional television within various philosophies of application and with varieties of desired results;

(2) the elements of instructional television utilization employed in various projects; (3) the type of teacher-training programs used to prepare teachers for the use of instructional television; and (4) the effects of teacher-training on the classroom utilization of television.

In order to determine how an effective utilization program for single or multiple school system application might be organized and administered, the following procedures were utilized:

1. A series of ten elements of instructional television utilization was developed, based upon the historical data relating to experiments with the use of television in instruction between 1954 and 1960; the writer's experience with the introduction of instructional television for multiple school use in Southeastern Nebraska, 1960-63, for single system use in Santa Ana, California, 1963-67, and for state-wide multiple school system use in Kentucky, 1967-1970; and the review of utilization handbooks developed by school systems and television projects for use by classroom teachers.

2. The elements of utilization were used as the basis of the curriculum of a five-week teacher-training workshop at the University of Kentucky, in the summer of 1968, to introduce teachers to the use of instructional television programs beginning for the first time on Kentucky Educational Television in September, 1968.

3. Five workshops were sponsored by Project MUST (Multi-media Utilization Through Statewide Television) under a Title III grant from the U. S. Office of Education and in cooperation with Project MUST, the effectiveness of the curriculum of the University of Kentucky workshop was compared to the effectiveness of the workshops at Morehead State University, Eastern State University, Western State University, and Murray State University, all Kentucky State Universities.

4. Based on this evaluation of the 1968 teacher-training workshops, the University of Kentucky curriculum was revised and presented again during a five-week workshop in the summer of 1969. The students at the five universities were again administered a questionnaire and the effectiveness of the workshops was again evaluated.

5. During the school years 1968-69, 1969-70, and 1970-71, all 192 school districts were contacted to determine if they utilized instructional television and to what extent. A correlation was then made between this survey and the school districts whose representatives participated in the five workshops to determine if the workshops stimulated use of television and growth in the numbers of teachers and students using instructional television.

Delimitations

This study included the curricula from five summer

workshops held at the five state universities of Kentucky during the summers of 1968 and 1969 and the school districts in Kentucky represented by the participants in each of the workshops during those two summers.

No attempt was made to study the effect of teacher-training workshops on other than elementary and secondary teachers.

No attempt was made to determine the effect of the workshops on other than those teachers utilizing the instructional programs broadcast by Kentucky Educational Television.

The statistical figures were limited to the first nineteen instructional series broadcast by Kentucky Educational Television during the 1968-69 school year, although additional series were introduced during the 1969-70 and 1970-71 school years.

Organization of the Study

Chapter II deals with a selected review of the literature concerning the historical development of instructional television utilization, its shifting philosophy of application, and the emergence of specific utilization techniques.

In Chapter III, the writer has presented a description of elements of television utilization; the presentation of their incorporation into a teacher training work-

shop curriculum; the procedures used in acquiring the data evaluating the effectiveness of the curricula at the five state universities during two summer workshops; and the data derived from school district questionnaires which reflect the numerical use of instructional television in Kentucky school districts.

Chapter IV presents the summary, conclusion, and recommendations of the investigator which were based on the workshop evaluations and the data derived from school district questionnaires.

PREVIEW

CHAPTER II

A SELECTED REVIEW OF THE LITERATURE

A review of the pertinent literature on educational and instructional television in the United States was conducted by the writer in order to establish a foundation in the subject of the study. This review included an examination of historical and contemporary data concerning the establishment, development, growth, experimentation, and evaluation of American educational/instructional television.

The review of the literature centered about these important considerations: (1) the historical development of educational/instructional television; (2) the emerging philosophies of the role of television in instruction; (3) the methods of organization employed to provide the development of programming and the technical transmission of the program; and (4) the identification of the success and problems of educational/instructional television in the past and its role in the future by the authorities.

Historical Development

Educational television is still a teenager. It has not yet reached its twentieth birthday and will not do so until May 25, 1973. Instructional television, however, can claim a much greater age if college instruction were included in the total ITV field, but it was not until

the early fifties that television was used as a part of the elementary and secondary school curriculum.

In 1932, the first educational television programs to be broadcast anywhere were shown over W9XK, an experimental station developed by the State University of Iowa. The system employed was the "scanning disc" rather than the now common picture tube. Between the years 1932 and 1939, the University of Iowa broadcast in excess of 400 programs which included lecture courses in art, shorthand, engineering, and botany as well as drama and other entertainment.¹

Because educational television had its antecedents in commercial television and because some of the first commercial licenses were held by colleges and universities, it is necessary to review briefly the growth of television in general.

By 1946 there were only six regularly authorized, nonexperimental television stations in the United States with 6,500 receivers. By 1948 there were 40 commercial stations in operation and 600,000 receivers in use. The Federal Communications Commission predicted 400 stations by 1950 and a coast-to-coast television network by 1952. In spite of its technical imperfections and the high cost of receivers, television captured the public imagination in a way no other medium of communication had been able to do. Even then there was little

¹Richard B. Hull, "A Note on the History Behind ETV," in Educational Television, the Next Ten Years, Institute for Communications Research, ed. (Stanford: Stanford University, 1962), p. 334.

doubt in the minds of radio manufacturers, broadcasters, and advertisers that television would become the dominant medium of the future. Education, however, did not share this vision. It had not pursued the potentials implicit in the Iowa experiments of 1933. Whether television had any role in education, much less the nature of the role, remained to be determined.²

Five U. S. educational institutions were deeply involved with television and television planning by 1948. The State University of Iowa had submitted its request for a construction permit to the Federal Communications Commission. Iowa State University had already received a construction permit and Kansas State University was operating an experimental station on Channel 1. The University of Michigan and American University in Washington, D. C., using their own newly-equipped studios, were producing programs for presentation over commercial television station transmitters.³

In February 1950, WOI-TV at Iowa State College began regular program operation as the 100th television station in the United States and the first nonexperimental educationally owned television station in the world, culminating a planned development begun by President Charles E. Friley in 1945.

Syracuse University had constructed television studios, was producing a full array of programs for release over commercial station WSYR-TV and had instituted the first formal degree program for the professional training of television students.

²Ibid.

³Ibid.

Michigan State University had begun systematic experimentation in closed-circuit television instruction and planned to build its own station. Other institutions were making plans, some tentative and some definite, to get into this field.⁴

The year 1951 brought about the Federal Communications Commission hearings which were to result in nationwide reservation of channels for education, and perhaps a revolution in American educational methods.⁵

We conclude that the record shows the desire and ability of education to make a substantial contribution to the use of television. . . . The public interest will clearly be served if stations are used to contribute significantly to the educational process of the nation. . . . (From the Sixth Report and Order, Federal Communications Commission, April 11, 1952.)⁶

The Ford Foundation report termed this statement by the Federal Communications Commission, the "Magna Carta of educational television" because it reserved 242 channels (later increased to 267) for the exclusive use of noncommercial, educational stations.⁷ The Foundation felt, "It did in the broadcast spectrum what the Morrill Act had accomplished a century before over millions of acres: set aside part of the public domain for educa-

⁴Ibid., p. 335.

⁵Ibid.

⁶ETV, A Ford Foundation Pictorial Report. (New York: Ford Foundation, Office of Reports, 1961), p. 8.

⁷Ibid.

tional use."⁸

The 1952 decision by the F. C. C. had been preceded by a freeze of channel allocations because of pressure and competition for additional channels and the technical problems created by electronic interference among stations already on the air. This freeze began in 1948, and because the educational community had failed to fully capitalize on radio for educational use, school and university officials, educational organizations and the lay community banded together to make a plea for educational television to Congress, the F. C. C. and the public.⁹

The groups that were instrumental in the historic F. C. C. decision were organized into the Joint Committee (now Council) on Educational Television (now Telecommunications.)¹⁰ "Encouraged by progressive Commissioner Freida Hennock, the JCEI was largely responsible for the now famous decision of the Commission in April, 1952 to reserve 80 Very High Frequency and 162 Ultra High Frequency TV channels for non-profit operations: meaning for what was called, in those days, 'educational television'."¹¹

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

¹¹George N. Gordon. Classroom Television, New Frontiers in ITV (New York: Hastings House, 1970), p. 17.