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BAUER, Dennis Eugene, 1941-  
CURRENT PRACTICES IN THE USE OF SELECTED  
INSTRUCTIONAL MEDIA IN THE TEACHING OF  
BUSINESS SUBJECTS WITH IMPLICATIONS FOR  
TEACHER EDUCATION.

The University of Nebraska, Ed.D., 1971  
Education, teacher training

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CURRENT PRACTICES IN THE USE OF SELECTED INSTRUCTIONAL  
MEDIA IN THE TEACHING OF BUSINESS SUBJECTS  
WITH IMPLICATIONS FOR TEACHER EDUCATION

by

Dennis Eugene Bauer

A DISSERTATION

Presented to the Faculty of  
The Graduate College in the University of Nebraska  
In Partial Fulfillment of Requirements  
For the Degree of Doctor of Education  
Department of Secondary Education

Under the Supervision of Professor Gordon F. Culver

Lincoln, Nebraska

June, 1971

**TITLE**

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IN THE TEACHING OF BUSINESS SUBJECTS  
WITH IMPLICATIONS FOR TEACHER EDUCATION

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## ACKNOWLEDGEMENTS

The author wishes to thank the people who helped with this research investigation; to Dr. Gordon Culver, thesis adviser, for his guidance and patience during the writing of the dissertation, and to the committee members, Dr. Virginia Corgan and Dr. Keith Prichard.

Appreciation is also extended to Doris and Paul Bauer and Helen and Victor Wolfe for their moral support, to Dr. Margaret Johnson for her assistance in the early stages of the study, and to Irene Dahl for her assistance during the completion of the study.

The writer is also grateful to his wife, Joyce, for her help and encouragement during the writing of the dissertation.

PREVIEW

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## CHAPTER I

### THE PROBLEM

#### Introduction

"No longer can one small head [that of the teacher] carry all that a student must learn. We must do something drastic to better enable us to handle the staggering build-up of new knowledge."<sup>1</sup> It is only in the very newest instructional materials--films, filmstrips, video tapes, tape recorders, and overhead transparencies--that adequate experience with the modern world may be provided.

Within a decade the term "audiovisual" has become a myriad of new media to help improve instruction. Relatively few of these are "new" in the sense they have been discovered within the past few years. Most of these devices and materials are adaptations of previously developed materials and machines. They are new only to the extent that they can be applied to today's classroom situations.<sup>2</sup>

The sensible teacher will determine the visual aids that are best adapted to his subject and not waste his time attempting to use other media. Yet it is surprising how many teachers neglect the visual

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<sup>1</sup>Walter Arnold Wittich, Audiovisual Materials Their Nature and Use (New York: Harper & Row, 1967), p. 8.

<sup>2</sup>Fred S. Cook and Robert E. Wiper, "New Media for Teaching Typewriting," New Media in Teaching Business Subjects, ed. E. A. Swanson (Washington, D.C.: National Business Education Association, 1965), p. 87.

aids that are available for use in the subjects which they teach, while they bemoan the fact that they do not have some of the more spectacular aids that are available in other subjects.

Students, as a rule, are interested in office equipment; and because of this "built-in" teaching aid, teachers may consider that audiovisual devices are not needed in the teaching of classes which utilize office equipment. Russon made a good point:

Will this teaching aid really aid? Will it make the lesson more vital, more effective, more stimulating? If the device does enrich the students' learning, and if<sup>3</sup> it is actually related to the lesson, it should be used.

Once the teacher knows what is to be visualized, he must decide which visual media to use in making the presentation. His choice will be affected by the types of equipment accessible, the technical-artistic skills available, and the nature of the subject matter, skills, or attitudes to be taught.<sup>4</sup>

### The Problem

#### Statement of the problem

The problem was to determine current practices in the use of selected instructional media in the teaching of business subjects with implications for teacher education.

Specifically, answers were sought to the following kinds of

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<sup>3</sup> Allien R. Russon and S. J. Wanous, Philosophy and Psychology of Teaching Typewriting (Chicago: South-Western Publishing Company, 1960), p. 275.

<sup>4</sup> G. E. Patterson, "The Audiovisual Expert," Business Education Forum (April, 1967), p. 9.

questions:

1. What media are available for teacher use?
2. To what extent are teachers using instructional media?
3. How are instructional media being utilized in relation to size of student enrollment, age of teachers, and the teachers' educational backgrounds?
4. What is the relationship between the use of media in the classroom and the current trends in providing media training and information at the collegiate level.

#### Definition of terms

For purposes of clarification, the following terms are defined:

1. Audiovisual - The two senses of seeing and hearing.
2. Dictation laboratory - A commercially built and installed unit consisting of a console and a number of listening stations.
3. Disc - A magnetic disc used on some dictation laboratories. The "disc" is commonly referred to as a record.
4. Media - Plural, meaning specific items used by the teacher in expressing ideas or facts.
5. Media center - A central location within a school's physical plant where the majority of audiovisual equipment is stored, checked in and out, and cared for.
6. Media specialist - The person responsible for the functions of the media center. He is also a resource person available for any of the audiovisual needs of the teachers.
7. Overhead projector - Equipment used in projecting overlays and transparencies onto a screen.



8. Overlay - Several transparencies used in a building-up process to create one ultimate transparency.

9. Tape - Magnetic tape as used on tape recorders.

#### Scope and delimitation

The current recommendations in the training of present and future teachers in the use of audiovisual media were determined through questionnaires sent to business teacher education departments of colleges and universities who had membership in the National Association for Business Teacher Education in the Mountain-Plains Business Education region for the 1969-70 school year.

Primary information for the study was collected from questionnaires to business teachers in grades nine through twelve who had membership in the Mountain-Plains Business Education Association during the 1969-70 school year.

All business subjects were considered in this study with the exception of the distributive education courses.

The following selected media were used in the study:

1. films and filmstrips
2. tapes and tape recorders
3. overhead transparencies
4. video tape

#### Assumptions

The following assumptions were the bases for this study:

1. The business teachers in the Mountain-Plains region are typical of business teachers across the country in their knowledge and

use of instructional media.

2. Data collected reflect current practices being followed in classrooms regarding the use of audiovisual media.

### Significance

From the origination of teaching media, instructors have found it desirable to determine what media are being used, if the media are valid, and what improvement of media use can be made.

From an analysis of the current trends in media instruction at the collegiate level and through current practices with such media as reported by business teachers, it may be possible to make recommendations applicable to the use of the media included in this study. From this analysis, specific implications may become apparent for the improvement of teacher-training programs.

### Procedures

#### Review of literature

Current published literature and master's and doctor's theses relative to the use of audiovisual media were reviewed. Mainly, this information supplied data for definitions, background, and functions of each audiovisual medium included in the study.

#### Overall plan

The overall plan followed in conducting this research was to determine current trends and recommended usage of instructional media. The current trends came from two sources: from representatives at teacher-training institutions having membership in the National

Association for Business Teacher Education and from business teachers having membership in the National Business Education Association.

A questionnaire was developed and mailed to all institutional NABTE members in the Mountain-Plains region. Information from these questionnaires was used to determine current practices and trends with regard to instruction in media use in business teacher training institutions.

Questionnaires were also mailed to high school business teachers having membership in the Mountain-Plains Business Education Association during the 1969-70 school year. The membership list, dated November 6, 1969, consisted of 1,864 members of which 1,106 were presently teaching at the high school level and were appropriate for this study. Data gathered from these questionnaires were analyzed to determine current practices in the use of audiovisual media; from this analysis, implications for teacher education were determined.

#### Pilot study

Graduate students enrolled in Research in Business Education at the University of Nebraska, Lincoln, during the first semester, 1969-70, completed the questionnaire. A pilot study was then conducted using twelve selected business teachers in the Lincoln, Nebraska, public schools. A tabulation of the responses was made of the pilot study to validate the questionnaire and to check the reliability of the responses. Weaknesses were discovered in the organization of the questionnaire and revision was necessary to aid in the keypunching of the responses.

### Instruments

Two instruments were designed to collect data for the study. One questionnaire was designed to reveal current trends in instruction at the collegiate level; the other was designed to reveal current practices in the use of media by high school business teachers.

#### Current trends in instruction at the collegiate level

Data from the colleges were collected in the following manner:

1. The questionnaire was reviewed by selected methods teachers at the University of Nebraska to help in determining the completeness and appropriateness of questions to be asked.

2. The questionnaire, with a covering letter and self-addressed return envelope, was mailed to approximately 62 colleges and universities.

3. At the end of three weeks, a follow-up was made by mailing a second questionnaire and covering letter to all colleges and universities who had not responded to the first mailing.

#### Current practices in the use of media by high school business teachers

Data from the high school business teachers were collected in the following manner:

1. The instrument was administered to a research class to discover any ambiguities in the questionnaire. Refinements were made before the instrument was administered to the pilot group.

2. The questionnaire was used with a pilot group of selected business teachers in the Lincoln (Nebraska) public schools. Weaknesses

in the organization of the questionnaire were corrected and final revisions were made.

3. The revised questionnaire, with a covering letter and self-addressed return envelope, was mailed to approximately 1,106 business teachers.

4. At the end of three weeks, a follow-up was made by mailing a second questionnaire and covering letter to all teachers who had not responded to the first mailing of the questionnaire.

#### Organization of the Study

This study was organized into the following five chapters:

Chapter I presents the problem, delimitations, and the general procedures followed in conducting the study.

Chapter II gives a review and analysis of literature concerning the use of media. Specific sections are devoted to 1) films and filmstrips, 2) tapes and tape recorders, 3) overhead transparencies, and 4) video tapes.

Chapter III describes the procedures which were followed in collecting data for the study.

Chapter IV is devoted to an analysis of the data collected. Section one discusses the data collected from the colleges and universities, and section two discusses the data collected from the high school business teachers.

Chapter V presents a summary of the findings, the conclusions, and the recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The review of literature involved an examination of published literature and master's and doctor's theses relative to the use of audiovisual media. For the most part, the review of literature was restricted to the period 1960 to 1969 and to the use of 1) films and filmstrips, 2) tapes and tape recorders, 3) overhead transparencies, and 4) video tapes.

The review of literature indicated that many authors were convinced of the effectiveness of the use of audiovisual media. Skinner, in his recent book, The Technology of Teaching, said:

Audio-visual aids supplement and may even supplant lectures, demonstrations, and textbooks. In doing so they serve one function of the teacher: they present material to the student and, when successful, make it so clear and interesting that the student learns.<sup>1</sup>

In a study made by Jane Ann Bridges<sup>2</sup> in 1966, the summary included the following:

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<sup>1</sup>B. F. Skinner, The Technology of Teaching (New York: Meredith Corporation, 1968), p. 29.

<sup>2</sup>Jane Ann Bridges, "The Integration of Visual Aids with a Course in Secondary School Bookkeeping" (unpublished Master's thesis, Kansas State College of Pittsburg, 1966), p. 67.

1. The chalkboard could be used to teach any part of the bookkeeping cycle.
2. The overhead projector could be used by the bookkeeping instructor to teach any phase of bookkeeping and still observe the class.
3. Charts and posters can be used to analyze or show relationships to a given situation.
4. Filmstrips can be used for prolonged study and detailed discussion.<sup>3</sup>

The types of teachers who use audiovisual media were found in the Roper<sup>4</sup> study:

1. Bookkeeping teachers used the audiovisual aids more frequently than the other subject teachers.
2. Teachers from small schools report most frequent usage of newer aids.
3. Large schools reported the most frequent usage of the older audiovisual aids such as the blackboard, slides, and opaque projector.

Lewis says that:

. . . at present a strong trend is developing to consider the process of education as a totality, to acknowledge the important interaction between the learner, the teacher, all kinds of media and the educational environment designed to house the facilities.<sup>5</sup>

As a logical outcome, it is necessary that any curriculum being planned or revised consider the student, the teacher, and instructional media simultaneously and not as separate factors. Therefore, if a

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<sup>3</sup>  
Ibid.

<sup>4</sup> Kathleen Roper, "The Availability and Usage of Audio-visual Aids in Selected Kansas High Schools" (unpublished Master's thesis, Kansas State College of Pittsburg, 1967), p. 97.

<sup>5</sup> Philip Lewis, "Technology and Methodology Look Ahead," Educational Screen and Audiovisual Guide (July, 1963), pp. 368-69.

manipulative device, a film, a record, or a programmed unit is planned into a lesson or unit, it should be considered integral to the process and not incidental.<sup>6</sup>

Torkelson emphasized the role of the teacher in media use when he said "the concept of a teacher within the enclosure of four walls with thirty or so students is changing."<sup>7</sup> It is predictable that the individual classroom, with one teacher interacting with students in isolation from other teachers and students, will persist; but classroom grouping is occurring more frequently among a variety of ways to organize for learning and teaching.

Every teacher is a filtering system through which a message is conveyed to a learner. Because of this, the teacher's role as a communicator cannot be ignored.

It appears that in one dimension of learning, the permissive teacher may generate greater creativity and openness among learners and the authoritarian or autocratic teacher may generate an opposite condition. Under both types of teachers, learners do acquire knowledge and facts.<sup>8</sup>

This strongly emphasizes the point that teachers are unique; and in order that teachers might have opportunities to exercise their unique qualities, they should utilize the advantages of particular instructional media. This in turn allows the teacher the option of providing

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<sup>6</sup>Philip Lewis, "Instructional Technology--The Systems Approach for Business Education," New Media in Teaching Business Subjects, ed. E. A. Swanson (Washington, D.C.: National Business Education Association, 1965), p. 37.

<sup>7</sup>Gerald M. Torkelson, What Research Says to the Teacher: Educational Media (Washington, D.C.: National Education Association of the United States, 1968), p. 19.

<sup>8</sup>Ibid.