INQUIRY REGARDING THE UTILIZATION OF ETV
IN THE SMALL RURAL SCHOOLS
OF NEBRASKA

RESEARCH PROJECT

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by

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CHAPTER I

INTRODUCTION

Within a very short time the world has moved from a speech and print culture into a multi-media centered one. Living within this culture, today's schools must have an understanding of all current media. ¹ As a profitable outcome of this concentrated attention, many new avenues of teaching and learning media have come to the fore. In recent years educational television has received a full share of scrutiny. Many administrators, teachers, students, and parents have subjectively and objectively criticized the value of educational television in the learning process of the individual. The complexities of the school's functions and purposes in a modern-day society have made this scrutiny strikingly acute and, consequently, have postulated bringing it to the fore.

The writer of this paper has for the past seven years been a teaching principal in Assumption Sacred Heart School located in a rural area in south-central Nebraska with an approximate enrollment of seventy-five pupils. Because of the potential of educational

television in the elementary curriculum the school has been a member of the Nebraska Council for Educational Television, Inc. for the past three years. The writer has, further, participated in a number of workshops in Project ASERT which makes Available Supplementary Educational Resources through Television funded by ESEA Title III. She has also been a contributor at a workshop in a four-county area for the utilization of educational television resources.

Statement of the Problem

With admitted weakness in a crowded curriculum, the researcher of this project has witnessed that the administrator of a small rural school is challenged with the harassing responsibility of improving all learning to meet the needs of a modern world.

The Educational Policies Commission of the NEA of the American Association of School Administrators maintains that the use of television is an important aid to the teacher and is the promise of individualized instruction. While the utilization of educational television in the small rural schools of Nebraska is significant to learning, administrators, teachers, students, and parents must be alerted to its place and importance in the curriculum. However,

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such information is not readily available to the aforementioned groups.

Significance of the Problem

Because of geographic locations many students have been denied chances of securing a full and adequate education. In January, 1967, Floyd A. Miller, Nebraska Commissioner of Education, reported 1,589 operating Class I School Districts in the State. Nearly one-half of Nebraska is composed of "sandhills" with a very scattered population. Consolidation and/or centralization of many of its schools would mean at least two hours bus transportation each way for the children in these areas. Hence, it is imperative that schools arrange a curriculum that will, not only, lessen the physical fatigue of its pupil-population, but also, meet current educational needs as well.

In a small rural school, actual teaching time is at a minimum and teacher preparation must be wide to cope with the many areas of teaching. Television, as a method of communication, seems

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3 Ibid.

4 "Nebraska School Brief on Enrollments, Graduates, Teachers, Districts," (Department of Education, Lincoln, Nebraska, January, 1967), (Mimeographed), 2.

5 Public Hearing before the Nebraska State Board of Education, The Great Plains Project (Lincoln, Nebraska, February 6, 1969)
to be the key that will open many doors for administrators, teachers, students, and parents. 6

With the activation of ETV towers at Hastings and Merriman in the Fall of 1968 Nebraska ETV Network is reaching its most remote population. Only very small areas in northwest and southeast Nebraska are outside of ETV viewing. 7

**Delimitation of the Problem**

Through library research and available material from Nebraska's ETV Commission the writer hopes to offer a resource for the utilization of educational television by administrators, teachers, students, and parents. The plan will not be geared to any one particular school but will be flexible and adaptable to meet the needs of the small rural school of Nebraska where teaching-learning situations are otherwise limited. It will, further, anticipate membership of the school in the Nebraska Council for Educational Television (NCET).

ETV will be limited to the In-Service Program Schedule programming cooperatively planned and developed by participating

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6 Clare Dreyfuse, "Who Can Talk to a Passing Parade?" The American School Board Journal, CLI (September, 1965), 23.

member schools of Nebraska Council for Educational Television, Inc. for the Pre-K level through the eighth grade. Technological aspects will not be considered except where these have a direct bearing on the situation.

Since the writer does not intend to implement the findings as part of this study, the project will deviate from the usual five chapters of a research paper.

**Definition of Terms**

*Audio* is the sound portion of a television presentation.  

*Class I District* is one of the six division of Nebraska Schools based on population and type of school maintained. It contains only elementary grades and is the smallest of all districts.

*Direct television teaching* is the presentation of the major portion of a course of studies by the television teacher, supplemented by individual study and small-group discussions under the direction of a classroom teacher.

*Educational television (ETV)* is often used to denote programs broadcast to a wide public for the purpose of enrichment. It

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is distinguished from instructional television (ITV) where the telecasts are used as the core of a course of instruction. In this paper the term ETV or educational television will include either of these areas.

Educational television station is a nonprofit station owned and operated by an educational institution or school district as part of its continuing educational program.

In-service is a term used to designate special training for those in the teaching profession with a view of increasing the person's competence.

Remote unit is a mobile television facility providing for both audio and video and used to pick up and transmit events outside a studio.

Supplementary television is designated as lessons that are directly related to the course of study and are presented on a scheduled basis to augment the classroom offering.

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15 Ibid.
Team teaching is the teaching of a single lesson or course segment by several teachers working cooperatively.  

Television as enrichment is the use of television to present experiences, materials and resources which are not part of the basic curriculum and for which pupils are not held directly responsible.  

Television as a major resource are television lessons, or series, used to present the major content of a course in the classroom. 

Total teaching by television is the teaching of an entire course by means of television. 

Video is the picture portion of a television presentation. 

Video tape recording (VTR) is the recording of both the picture and the sound of a television presentation by electronic impulses on a special recording tape which can be played back when desired. 

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16 Ibid.  
18 Ibid.  
20 Ibid.  
21 Ibid., p. 280.
CHAPTER II

REVIEW OF RELATED LITERATURE

Within the past decade much literature has been written concerning television as applicable to learning and classroom utilization. The review of the literature has been comprehensive but because of the volume of studies reporting similar findings and the abundance of efforts reported in related fields, the survey is representative rather than exhaustive.

The review of literature for the purpose of this inquiry has been divided into seven parts: (1) Educational Television, (2) ETV in Nebraska, (3) ETV and the administrator, (4) ETV and the classroom teacher, (5) ETV and the student, (6) ETV and the parent, (7) Summary.

Educational Television

Television is seen not merely as a substitute for existing forms of teaching but as a way to raise its quality and vitality and to accomplish in the classroom what it would not be possible to achieve without the aid of this medium. ¹ Educators have been

encouraged through Federal and private grants to engage in research in the general area of improving instructional methods in the use of educational television.\(^2\)

Schramm reports that "much of the research on instructional television is not in journals. It exists in the form of mimeographed reports." In comparing instructional television with other classroom teaching, conclusions were reached that students can learn from television. In some cases they learn more; in others, less; while most finds come to the conclusion of "no significant difference" (NSD).\(^3\)

One of the serious limitations in research, says Daniel Tanner, is that attempts are not made to identify some unique learning increments that are derived from instructional television on the one hand, and those that are derived from the traditional classroom on the other. Attempts are made to compare two uncomparable approaches.\(^4\)

The 1966 report of the Fund for the Advancement of Education places before educators the realistic and chiding conclusions that


\(^3\)Wilbur Schramm, "What We Know About Learning from Instructional Television," in Educational Television the Next Ten Years, ed. by Stanford University (Stanford, California: The Institute for Communication Research, Stanford University, 1962), pp. 52-64.

Whether measured by the numbers of students affected, or by the quality of the product, or by the advancement of 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 all right, but it is still not of education.  

This does not deter the present-day educator, for educational television is a comparatively new innovation of only some ten or fifteen years and has survived the foreboding doom of its critics. Its potentials are evident.

Martin J. Maloney encourages:

Television is still a new medium and educators have not yet learned how to think about themselves in relation to it. The situation is very different with print. . . . Learning a workable and comfortable stance to take with respect to television is likely to be a continuing project, both for teachers and for students.

Even Marshall McLuhan (who sees electronics rescuing misguided literates from the evils of Gutenberg) views tolerantly

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6Ibid., p. 43.


the modest accomplishments and obvious drawbacks of instructional television to date as normal growing pains. 9

Educators are no longer asking themselves if television belongs in the school but rather how to put this tool into its best possible use. 10 As long as attention is focused upon the medium of communication itself the risk is run of developing technology for its own sake rather than using television as one of many educational tools with its own specific characteristics. 11

In the use of television educators should not be concerned with the effectiveness of instructional television "but with the effectiveness of television as it relates to other educational problems and how they are solved." 12 Before television is able to reach its full potential it must be recognized as an available tool that is inanimate and neutral. 13 It is effective only when

... people start doing things with it. Whether or not it adds to classroom learning opportunities--the extent to which it

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9 Murphy, Learning, p. 43.


motivates pupils toward further study and discovery and promotes learning—depends upon how imaginatively and how well it is used by those employing it. 14

Tyler affirms this statement and adds, "wisely used, television can prove to be a twentieth century answer to some of the century's most pressing educational problems." 15

Gay-Lord summarizes well the major advantages and limitations of instructional television as projected by authorities in the field. He says that instructional television is a springboard to learning, magnifies small objects, stimulates teachers, provides special instruction, accelerates professional growth, upgrades the curriculum, keeps content material up to date, presents outstanding teachers, shares equality of opportunities, and makes for more responsible learning. 16

Admittedly, he adds, there does exist to some extent a predetermined pacing of materials, limitation of verbal interaction, and scheduling problems. However, these have been increasingly lessened by those responsible for planning and production. 17


15 Keith I. Tyler, "World Communications," AV Communication Review, XII (Spring, 1964), 74.


17 Ibid., pp. 9-11.
Despite the many advantages Murphy and Gross maintain that few educators have made use of this new approach to bring about a basic change in education. 18

For many reasons, such as the nature of the medium itself, the massive campaign that launched it, and its connection to the world outside education ITV has escaped the fate of educational radio and film. However, it still occupies a marginal position in American education despite the ever increasing number of students it reaches. 19

Instructional television's success as a tool for educational innovation and improvement hangs in the balance. Favorable portents, though seem to outweigh the unfavorable. . . . The physical apparatus of ITV is growing prodigiously. Televised instruction has unquestionable established important beachheads all over the country and improved instructional offerings in places as diverse as Boston, San Francisco, Denver, Chicago, Washington County (Maryland) and the backwoods of South Carolina and Nebraska. 20

ETV in Nebraska

The state of Nebraska has employed educational television as far back as the early 1950's 21 when leading educators anticipated television as a tremendous surge in meeting the educational problems

18 Murphy, Learning, p. 10.
19 Ibid., p. 12.
20 Ibid., p. 13.
of the day. On February 4, 1960, future plans for the use of educational television were discussed by interested school administrators, State Department of Education, and University of Nebraska officials. Supported by a $10,000 Ford Foundation Grant the first television program Living Science was able to begin broadcasting in September, 1960. The 1968-69 programming has grown to ten subject areas with forty-one series.

In developing its television series the Nebraska Council for Educational Television (NCET) during an eight-year period, since 1960, has realized that television will perform no miracles but that it is a tremendously powerful medium of communication. It has enormous potentials as a teaching tool and is able to render advantages for teachers with its in-service experiences which would otherwise not be possible. The council has, therefore, developed its program series with the following objectives in mind:

22 Murphy, Learning, p. 35.


1. To provide direction, information, and stimulation in the various subject areas for curriculum development.
2. To provide enrichment activities for the students and to develop certain skills and understandings in subject areas.
3. To provide In-Service education experience for teachers.  

To broaden these advantages administrators have come to realize that if the conscious or unconscious demand for quality production—as compared with commercial TV—are to be met, it would be advantageous to combine inadequate production budgets. 

Educational broadcasting compacts have served as the largest single influence upon the development of cooperative production. These television councils are a unique development in American education. For several years . . . the Nebraska Council for Educational Television, and their counterparts in every section of the country have proved that individual elementary-secondary school systems, with independent schedules and diverse methods of operations, can pool resources, can resolve differences, meld similarities, and jointly devise educational program content useful to the total membership. The MPATI experiment proved that instructional programming could be designed, produced, and utilized on a multistate basis.

Although the use of educational television in Nebraska is developing rapidly and making educational programs available to approximately a quarter million students, covering about


28 Ibid., p. 203.

29 Nebraska Council, Handbook, p. 3.
95 per cent of the state, Robert Chapman, Director of NCET comments:

We have always felt that many of the rural schools are missing one of their best educational opportunities by failing to recognize the potential that exists in instructional television resources. This is particularly true as the materials are available to rural schools at less than cost.

The Washington county (Maryland) Closed-Circuit Educational Television Project (1956-61) reported that, via television, the pupils in small rural schools have the same studio teacher and the same variety of courses as do the children in larger schools.

Television is a necessity for a district that does not have subject area specialists.

The classroom teacher is extended, not replaced, for in addition to the cost for the telecast, the NCET corporate assessment provides

teacher's guides, schedules, calendar, supplemental information, orientation and workshop participation, technical assistance, and special individual utilization services requested by the participating member schools.

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32 Washington County Board of Education, Television in Washington County (Hagerstown, Maryland [1962]), p. 3.


34 Nebraska Council, In-School, p. 5.
The nineteen Educational Service Units of Nebraska, financed by (1) State Funds for Special Programs, (2) contractual arrangements of local school districts, (3) a tax levy on local property not to exceed one mill, (4) Federal Funds under the Elementary and Secondary Act\textsuperscript{35}

\ldots help to provide workshops covering not only the utilization of ETV, but also other phases of media. It is the feeling of the council \ldots that all media must go hand-in-hand if it is to have any effect in the improvement of teaching.\textsuperscript{36}

The council realizes that in the broad field of media in education certain limitations are evident and that educational television does not stand apart. However, the advantages far outweigh the disadvantages which, with serious effort, can be overcome.\textsuperscript{37}

ETV and the Administrator

The revolutionary burst of media into the classroom will not change instruction. It is the people--and most importantly, administrators and supervisors--who must change.\textsuperscript{38}

\textsuperscript{35}Report of the Educational Service Units of Nebraska, [n.d., n. p.]

\textsuperscript{36}Don Mook, Director ESU #5, in a personal letter, April 15, 1969.

\textsuperscript{37}Nebraska Council, \textit{Handbook}, p. 10.

\textsuperscript{38}Henry C. Ruark, Jr., "Let's Get the Job Done, But Watch Where We're Going," \textit{AV Screen}, XLVIII (February, 1968), 22.
administrators who have made only mediocre efforts to make television possible must take much of the blame if television is not reaching its full potentials in the classrooms. 39

The International Research Associates in 1965 reported among its survey findings that top administrative support affects the climate among groups. 40 Jack McBride in his Twenty Elements of Instructional Television further submitted that the individual classroom teacher comes to the administrator for assistance of all kinds, and that it is necessary for him to be knowledgeable in all phases of utilization. 41

Educational television continues to grow despite the fact that its place in the school budget is high. 42 The need is to be a determining factor for introducing television and will determine, as well, the kind of television equipment to purchase. 43 Gay-Lord suggests that the administrator seek assistance from competent

39 Egon G. Guba and Clinton A. Snyder, "Instructional Television and the Classroom Teacher," AV Communication Review, XIII (Spring, 1965), 25.

40 Murphy, Learning, pp. 59-60.


engineers in both installation and reception.  

While the administrator is responsible for adequate physical facilities, he is likewise responsible for establishing a philosophy, evaluating the programs with his staff, keeping the public informed, and assisting his staff in proper utilization.

Surveys made by the Division of AV and TV Instructional Department of Public Instructions of four universities in Indiana during 1963 show that only about 23 per cent of the graduating teachers received any training in the utilization of educational media. Two years later there was an improvement of about 40 per cent. However, the responsibility for media competency cannot be totally shouldered by teacher-training institutions. The local corporation must assume part of the responsibility.

Diamond affirms,

... Before any new tool, such as educational television is introduced, teachers must be prepared. Too many projects have been doomed before they began by poor teacher attitudes resulting from improper faculty orientation.

44 Gay-Lord, Instructional, p. 52.


Along with teacher preparation and orientation it is the administrator's responsibility to make the equipment available so that it can be well used. At the same time administrators must realize that teachers need help in utilizing all media. The teacher is to be regarded as an autonomous professional in her classroom and must be allowed to decide which way to utilize the aggregate of devices and materials at her disposal. 48

The administrator should promote experimentation. Lewis warns that there is no one way to teach with television. "The natural tendency to freeze methods is a threat to optimal utilization of the medium." He continues, "... try, experiment, try some more." He further adds that the administrator must recognize that teaching and learning will be affected by television. 49

The superintendent of the Hagerstown experiment has remarked that as they were working on television it became apparent that they were working on education and that better television meant better education. 50

48 Guba and Snyder, "Instructional," 208.


50 Murphy, Learning, pp. 52-55.
ETV and the Classroom Teacher

It is the consensus of those working with television that the classroom teacher is the most important single factor in educational television. 51 McBride states, "Research studies have shown conclusively that the attitude of the reception teacher substantially influences students' acceptance of television." 52 Wigren is in agreement when he says:

The teacher sets the climate and tone for its use. He can either make or break it because of his attitude . . . 90 per cent of the effectiveness of TV is due to the classroom teacher. There should be no conflict between the teacher and the medium; they are not competitors. 53

In the initial stages of television teachers are prone to be fearful. A teacher may be apprehensive because of the infringement upon her professional status. She is faced with the public nature of television presentation; the fear of interference in the classroom; questions of professional rights; and the loss of contact with students. 54 Rather than lessening her position, however, the teacher increases her autonomy by carefully choosing not only

51 E. H. Gillis, Jr., "In ETV the Teacher's the Key," Ohio Schools, XLIV (March, 1965), 36.


the programs which fit into her curriculum but also the related media she utilizes. 55

The creative teacher has also found that the apparent inflexibility of the broadcast schedule need not interfere with classes but that programs wisely chosen can be appropriate for the entire class and for the smaller group, as well, especially when ear phones are available. 56

The role of the classroom teacher in ETV is different but her importance is the same. Student achievement depends largely upon her guidance. Her enthusiasm and personality as an educator and supervisor of student work remains vital. 57 She is a member of a team of experts that involves a cooperative venture and challenge among specialists in psychology, content, production, engineering, research, and evaluation to produce something that cannot be found through books and other media. 58 Those who have

56 Ibid., p. 27.
been involved in ETV are agreed that the success of the medium is in proportion to the effective utilization of the team approach. 59

In the curriculum planning certain responsibilities in the learning process are spelled out for all members of the team. 60

The teacher must be keenly aware that ETV will be a means of learning which stimulates the mind to further inquiry and not made merely a source of enjoyment which evokes only a passive mood from the viewer. 61 The television lesson is not merely the time allotment for viewing. It is all embracing from pre-telecast, through the viewing, to the real impact of the lesson in the follow-up. 62

The teacher's preparation and presentation is quite a determining factor in setting the scene for the TV lesson. Happily, the basic preparation and presentation of the lesson plan have been drawn up and the aims, content, and follow-up have all been set down and suggested by the planning committee in the teacher's study guide. 63


60 Ibid., pp. 26-27.


62 Richardson, "Teachers and TV," p. 27.

The wise teacher will make maximum use of the guide, "improve upon it, add to it, criticize it, adjust it to classes but never ignore it!" However, Reid and others caution that teachers should not incorporate into the preparatory lesson the material that is reserved for the television lesson, nor should they use the television teacher's demonstrations. This could happen, especially with teachers who have used the programs in previous years.

As the telecast is in progress the classroom teacher is ever attentive to the needs and reactions of the students. In some subject areas the teacher assumes the same role as the student. From this point of view, it can be seen that instructional television offers a new dimension to assessing its over-all impact on American public education. These in-school programs, though not designed for in-service experiences, can be of great value to the classroom teacher. Better teaching results from such participation and observation.

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64 National, And TV Too!, p. 31.


66 Richardson, "Teachers and TV," p. 28.


68 National, And TV Too!, p. 21.
Another aspect in working with TV lessons is establishing a close rapport between the teacher and those in the TV production field who are eager for the teacher's reaction to their work. They do not wish to replace the teacher but to supplement with what cannot be initiated in the classrooms. Thus comments, criticisms, suggestions, and encouragement are essential to making ETV the complement of the teacher. 69

Evaluation by phone or mail can be supplemented by personal contact. In visiting a television studio the classroom teacher will become aware of the many hours of preparation time that goes into the taping of a lesson, and the talent used. No teacher could ever attempt to match such a time consuming lesson. A good teacher knows her worth but she also knows the value of the educational equipment at her disposal and she does not hesitate to use it. 70

On the other hand, teachers will not be favorable toward a course that is always plagued with difficulties. They should be continually reminded to check sound and picture quality, room lighting, and pupil seating. The physical environment of the classroom affects learning and is basic to the proper utilization of instructional television. 71

69 Maura, "Using TV," 137.
70 O'Hara, "ETV - Welcome," 89-90.
71 Reid, "What We Need," 85.
ETV and the Student

The studio teacher, classroom teacher, and student form a triangle for the effective use of television lessons. It is up to each teacher to adapt and integrate the material so that the best learning situation might prevail. 72 Hence, one of the most determining elements in the utilization of television is the student. 73

As part of the triangular team the student has certain responsibilities primarily concerned with basic learning skills. Television requires that the student be attentive and alert for he realizes that the studio teacher will not repeat. As the students get into the middle and upper grades such skills as notetaking, outlines, and summaries can well be developed. Critical thinking, judgment, and a spirit of inquiry result from participation in the telecast. 74

Participation, however, does not develop automatically. Two factors to be considered in a lesson are the desire to participate and the opportunity to do so. 75 The activities following the television

72 Sister Mary Benedict, O.S.B., "ETV - The Role of the Classroom Teacher," The Catholic Educator, XXXVII (December, 1966), 56.


lesson are the integral part of the total learning process and may find expression in a variety of utilization techniques, such as: discussions, dramatizations and oral presentation, projects and demonstration, aesthetic and creative projects and demonstrations, related reading, and the use of other educational media. 76

While these utilization and learning techniques are expressive in varying degrees at all levels, Schramm reports that, in general, elementary school children like ETV and that high school and college students like it less. As children grow older greater intellectual challenges are made possible and so learning from ETV decreases, as is evident in children's responses to the help television gives them. In a survey made in San Francisco, California, 70 per cent of the elementary children reported that they received help from ETV, while eighth graders' opinions lessened to 50 per cent, and twelfth graders' responses dropped to 40 per cent. However, he sees a brighter side when he adds that in all probability these students did not experience television teaching until the time of high school or college. 77

Because of the viewing and entertainment habits of students


in regard to Commercial TV, adjustments must be made to the new phase of participation in ETV.

To watch television is not a new experience for most students; to learn from television is not a new experience; to have formal instruction by television is a new experience. . . . Whatever their age, students must learn the difference between viewing and learning. 78

According to the London Times, television, on the one hand, filled children with ideas and was the cause of their creativity; on the other hand, they were disappointed because they did not get to do "other things." 79 Such infringement upon instruction, scheduling, and production is now counterbalanced by the use of video tapes. "The greatest use of televised instruction will come when the final control for the scheduling of programs is in the hands of the classroom teacher." 80

While educational television embraces large groups, Walter R. Brown challenges that it would be better to investigate educational television's potentials at small talent groups using educational facilities as a resource as one does other aids. 81

78 National, And TV Too!, p. 33.

79 "Bouquets and Brickbats for ETV, " The Times (London), May 12, 1967, p. 1627.


ETV and the Parent

A new teaching aid is doomed if parents and other teachers become critical of the teacher who uses it either because these critics do not understand it or because it is not successful in its initial stages. 82

Much insight for introducing ETV into the curriculum of the small school can be gained by the approach used in Anaheim, California. The Anaheim Instructional Television Project was launched on September 14, 1959, after some eighteen months of extensive study, planning and preparation. Community orientation was an important factor. Accordingly, as the project developed, the superintendent and other administrative officers took full advantage of every opportunity to explain the television project to the community in a direct honest way. A full report was given at the early PTA Council meeting and at individual PTA meetings as well. Parents were invited to attend meetings where the plan and the use of television were explained. Parents and patrons were also invited to come to schools to see for themselves how television was being used as a part of the over-all instructional program. It has been the policy of the district to let the parents and the citizens decide for themselves the value of the project. 83

82Stanley L. Freeman, Jr., "TV or Not TV: How to Gain Teacher Acceptance," Nation's Schools, LXXX (November, 1967), 64.
In other areas educational television has not made great inroads, as may be attested by Wilbur Schramm and his associates in their research. They state: "... about 65 per cent of the San Francisco sample and 69 per cent of the Rocky Mountain sample able to receive educational television say that they do not view educational stations at all."\(^8^4\)

In the case study of Demarva, however, new resources of one hour daily telecasts of music and science were brought to remote areas. Interest was high, not only among the children, but among parents as well.\(^8^5\)

Parents viewing open broadcast not only become educated themselves but they learn what education is all about and what is happening in it. This involvement will in all probability give support to the future of educational television.\(^8^6\)

**Summary**

From the review of related literature it has been seen that educational television is a "young tool" in the teaching-learning process, unknown for its full potential and, hence, not utilized to its optimal

\(^{8^4}\)Schramm et al, *Television*, p. 93.

\(^{8^5}\)Cassirer, *Television*, pp. 42-44.

\(^{8^6}\)Lester Asheim, "A Study of Informed Opinion on Television's Future Place in Education," in *Educational Television the Next Ten Years*, ed. by Stanford University (Stanford, California: The Institute for Communication Research, Stanford University, 1962), p. 29.
strength. It does not function as an entity in itself but is the reservoir and springboard of knowledge in a multi-media world—for areas large or small, for groups of many, or for just an individual.

Nebraska's educational network has made such opportunities available through its statewide stations. However, it has not been employed nor has it reached its apex for utilization because the people in the cross section of educational endeavors are not knowledgeable or are uninformed, dubious, or apprehensive of this teaching-learning aid to education.

The writer believes that educational television can improve and enrich the curriculum of the school. However, she is cognizant of the fact that information concerning ETV and its utilization are not readily available to the laymen in the field. She has, therefore, wholeheartedly endorsed a flexible plan whereby administrators, teachers, students and parents (and the community at large) in the small rural schools of Nebraska may be alerted to ETV and its utilization.
CHAPTER III

PRESENTATION OF FURTHER INQUIRY

Nebraska is a state of great geographic diversities. It places on the market products coming from crowded manufacturing and industrial centers, as well as produce from "open" areas of vast farm and ranch country.

Varied, also, are its educational needs in areas densely and sparsely populated. An attempt at equality of education, however, has been made through its statewide educational television network.

From the Review of Related Literature in the foregoing chapter it has been noted that ETV is not a part of the curriculum of many of its schools. In this chapter the researcher wishes to expand the inquiry by adding information concerning educational television that will clarify and/or add to the better understanding of ETV in relation to its employment and utilization in the small rural schools of Nebraska.

Introduction

Children of today do not know what it means to be without television. Both they and their elders are greatly influenced by the
variety of commercially sponsored programs for entertainment that they undoubtedly look upon educational television as an electronic piece of furniture that has no place in the classroom. An analogy can well be drawn between viewers of television and the six blind men of Indostan (see Appendix, pp. 57-66).

How does the administrator, classroom teacher, student, and parent fit into this picture? There is no doubt that the vision of each has been clouded by past encounters with television in their lives.

Why Television

Advantages.--Educational television is not merely a "tool" viewed within a classroom environment but a "package" of all media which offers many advantages in the teaching-learning process unknown and unattainable in the classroom.

1) ETV is a springboard to learning. (See Appendix, pp. 67-68.) Through visual impact it involves the learner.

Some programs have been designed to open up new areas for exploration; others to create an excitement in that which is to be learned; still others to build curiosity and wonder in a given area so that the student is encouraged to pursue the subject on his own. Likewise, some programs have been used to provide materials which will stretch the learner's mental vision, while others have been designed to build student readiness for an experience which the class is about to undergo. ¹

2) **ETV stimulates teachers.** (See Appendix, p. 69.)

3) **ETV accelerates professional growth.** (See Appendix, p. 70.) A teacher in a rural school seldom has the opportunity to visit and observe teachers in other schools as part of in-service training. ETV fills this void by bringing her into contact with other professional people.

4) **ETV magnifies small objects.** (See Appendix, p. 71.)

Objects too tiny, too intricate, too costly, too rare, or too dangerous to be taken to, or shown in, individual classrooms can now be seen easily on the television screen so that every student in the class may have a front-row seat.²

5) **ETV provides special instruction in all areas of the curriculum and at all levels.** (See Appendix, p. 72.)

6) **ETV upgrades the curriculum** (see Appendix, p. 73) by

* Sharing with many classrooms resource persons from the local community, state, and national life. . . .
* Making available to many classrooms resource materials . . . which cannot be provided every classroom, particularly the resources of one's region which are not available commercially.
* Making possible widespread access to outstanding visual and graphic materials which teachers themselves do not have time to prepare or skill to prepare or which cannot be produced in sufficient quantity to provide for every classroom.
* Providing for many classrooms fields [sic] trips to places otherwise inaccessible or unavailable to student groups. . . .³

²Ibid., p. 22.

³Ibid., pp. 19-20.
7) **ETV keeps content material up to date.** (See Appendix, p. 74.)

8) **ETV provides outstanding teachers, equality of opportunity, and more responsible learning.** (See Appendix, p. 75.)

**Limitations**--Despite the numerous positive factors which educational television offers, it must admit of limitations. These limitations, however, have been resolved to a great degree.

1) **ETV predetermines pacing of material.** (See Appendix, pp. 76-77.) Nonetheless, the visual impact of television conveys the concept to the slow learner, yet holds the attention of the fast learner. The classroom teacher, as the manager of the learning experience adjusts the pacing variations in the follow-up to the telelesson. 4

2) **ETV limits verbal interaction** between the studio teacher and the students. (See Appendix, p. 78.) However, since the master television teacher has usually had previous experience in the classroom, he can well anticipate situations that might arise. Moreover, the classroom teacher by her participation in viewing the telecast establishes a rapport, so that when questions are asked by the television teacher a verbal response is made by the class or a show of

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hands indicates their answers. In the follow-up the classroom teacher, as the guide, has the opportunity to direct her class. 5

3) **ETV presents scheduling problems.** (See Appendix, p. 79.) Even this limitation has been sounded by the Nebraska Scheduling Commission. At least one repeat of all programs is slated on the ETV weekly calendar. The time is past when one day's classroom schedule must be like the preceding day. Generally, teachers in a rural school are very articulate, and hence the sharing of the TV set—when this must be—is a minor detail.

In weighing the advantages and limitations of educational television one important factor must be kept in mind: What can educational television do that no other media can do?

**The Administrator**

In the small rural school the school board members are the administrative body which forms the policies and the philosophy of the school. The influence, the leadership, and the efforts displayed by the local school board has a profound effect upon the teaching staff of any school system.

**Need.**—Teachers in small areas are not unlike those in metropolitan schools. They have had teacher preparation and present certificates for teaching in the schools of Nebraska. Like their

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colleagues, they, too, need the assistance of specialized teachers and aides in science, art, literature, music, math, and allied subjects to bring the best in learning opportunities to their pupils. A progressive school board sees this need and looks to modern media to assist its teachers in helping the children to grow intellectually. It looks to educational television and finds that it complements all media. (See Appendix, p. 80.) Educational television is a tool for the transmission of various types of educational resources which can be utilized in the classroom.

Technical assistance and cost.--Does the need justify the cost? (See Appendix, p. 81.) Through the Nebraska Council for Educational Television, Inc. technical assistance is available for school systems in determining the type of distribution which can be made available as well as the types, availability, and operation of television sets. This assistance aids the school board in budgeting funds to meet its needs.

Orientation of teachers.--Three publications, to be shared with the teaching staff, are especially helpful to the school board:

(1) NEA's And TV Too!, (2) Vasche's Utilizing Television in the Classroom, (3) Gay-Lord's Instructional Television in the Classroom, Guide for Teachers and Administrators. (All are listed in the Selected Bibliography section of this inquiry.)
Administrators ought to provide time for teacher participation in television workshops within the Educational Service Units of Nebraska or obtain aids as listed on pages 118-124.

Since the malfunction of any media can cause its non-use teachers should be alerted that sound or picture may become distorted in what is called technical difficulties (see Appendix, p. 82). When these arise in the studio they are quickly corrected within a few minutes. Teachers, however, should be instructed to immediately report any prolonged difficulties which are undoubtedly of local origin. The teacher is not expected to climb to the top of the school building to adjust the antenna (see Appendix, p. 83), nor to change burned out tubes in the set (see Appendix, p. 84).

Other responsibilities. -- Planning and financing changes within the curriculum will help to make media become an important, dependent, and integral part of the local school curriculum.

The school board

* is responsible for adequate physical facilities, including equipment procurement and upkeep, room conditions and other physical components.
* exercises leadership in making utilization of television effective by helping teachers to plan for its use.
* is enthusiastic and far-sighted in regard to television's potential and use.
* establishes a direct philosophy in regard to the use of instructional television.
*gives teachers opportunities to gain new understandings and new techniques and to share ways and means of better utilization.
*frequently evaluates the instructional television program with the staff.
*keeps the public aware of television use in the schools' program through the medium of the press and through reports to organizations connected with or interested in the schools. 6

The Classroom Teacher

Once the school board has decided that ETV will help fill the need in its particular area to extend the curriculum of its school and has formulated its aims and objectives, planning its use is most important. Planning is the key to the success of any learning experience and it is the local teacher who holds the key. (See Appendix, p. 85.)

Values and perspective. --However, before she actually uses television in the classroom the teacher ought to honestly weigh her values and perspective in regard to ETV so that she might better plan for its effective utilization.

*What is my philosophy about television's use in the schools? Why am I using it?
*What is this medium's potential? What can it do best, and what should it not be asked to do?
*In what way can I, or should I use television? Will I use it for total teaching . . . as a basic teaching resource . . . as a supplemental resource . . . or as enrichment?

What do research studies indicate about the use and effectiveness of this medium?  
What is my role as a teacher in relation to the use of this tool?  
How can I develop a classroom climate receptive to learning by television?  
What are my goals in using this medium . . . both long-range and specific?  
What understandings, attitudes or skills do I expect to develop?  
How should I establish a proper physical environment?  
Can I do something to individualize television instruction?  
How shall I evaluate television's performance in my classroom?  
What knowledge should I have about the mechanical aspect of television?  

General Philosophy. —As a result of this self-study the local rural teacher is able to establish her general philosophy, that instructional television, like all education, has purposes and objectives rather than projects and methods and that it is a resource, a communication tool, whose sole function is the improvement of learning experiences for the students.

Acceptance of ETV. —She is cognizant, too, of the advantages and limitations of instructional television and accepts the studio teacher as a partner not an intruder into her domain. (See Appendix, p. 86.) Television becomes a conveyor of ideas which, used creatively, makes a significant contribution to the development of more learning experiences for her pupils in an area where

7İbid., p. 16.  
8İbid., p. 17.
opportunities are otherwise not available.

**Student attention.** --The classroom teacher alerts her pupils to the purpose of television in the classroom—that it is designed to teach not entertain, and that the teachers appearing on the screen are professional people and should be received with courtesy, respect, and attention.⁹

**Team approach.** --In his film presentation, *A Team Approach*, television teacher, John Rugg, identifies the "team" as the studio teacher, the production staff, and the classroom teacher. (See Appendix, p. 87.) Of the three the classroom teacher is the most important for it is she that plans for utilization of the television lesson.¹⁰ Other groupings of a team may be formed but it is always the classroom teacher who plays the important position.

**Choice of programs.** --The classroom teacher is an important contributor to the total success of the telelesson. Frustration and discouragement can result where teachers feel obligated to use all programs on their teaching level or to use as much as they can squeeze into the daily schedule. This procedure defeats the purpose of ETV.

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¹⁰*A Team Approach*. 16 mm Film produced by Nebraska Council for Educational Television, Inc., Lincoln, Nebraska, for Project ASERT, [ca. 1968].
As the planner and manager of the learning experiences in the classroom, the teacher chooses from the wide range of television programs offered in the In-School Program Schedule available to member schools by the Nebraska Council for Educational Television, Inc. What does she choose? (See Appendix, p. 88.)

The "new" teacher should choose quite differently from the "experienced" teacher; those who are "novices" of instructional television should also choose differently from the "veteran." However, all have this in common that they choose according to need.

The following are a few guidelines for the "new" or "novice" teacher:

1) Do not try to do what others are doing. Be you!

2) What is your particular need in reference to your students?

3) In what area of the curriculum is your teaching strongest? Weakest?

4) Do you need the assistance of a speech therapist, an art teacher, a science teacher, someone in the field of literature or math or music or . . . ?

5) It is better for you to select a television series in accordance with your specific need.

The "experienced" or "veteran" teacher, on the other hand, is ready to choose and pick only those lessons of a series which will especially do what she, as a classroom teacher, is unable to duplicate in the classroom. The "veteran" teacher, moreover,
will not use the same telelesson over and over because, by and large, she has benefited from a master studio teacher and is able to present the subject now in a far better way. Having participated previously in the telecast she can, with advantage to all her students, prepare a group for the telecast. While such a group is engaged in the presentation by the studio teacher, the rural classroom teacher is free to continue instruction with other pupils in her room. After the telecast she again joins the group to guide them in the follow-up. This latter suggestion would necessitate ear phones or the location of the set in another area.

**Study guides.**--Choosing a television program for instructional use in the classroom means more than merely turning on the set. No instructional lesson is just put "on-the-air" but is accompanied by a teacher's guide which provides a framework of operation for the television program. The guides may vary in format; but, generally, they (1) give the classroom teacher an overall view of the television course and an explanation of its purpose, (2) inform the teacher about the daily lessons. The study guides also (1) list materials needed during the lesson, (2) list materials needed after the lesson, (3) alert the teacher to new vocabulary words, and (4) warn the teacher if special space is needed for activities during the telecast so that there will be no "on-the-air" demand. Reading the television guides far enough in advance will help the teacher to
formulate her objectives, devise the strategy whereby she will accomplish these objectives, and provide evaluation of self and the telelesson.

The classroom teacher can, by studying the guide, plan the use of other media to strengthen and/or enrich the lesson. Take the Teacher's Guide for Art 5 with studio teacher Roscoe Shields as an example. In addition to the organizational outlined lessons including objectives, planning, pre-telecast, motivation, follow-up, and procedures the guide contains appendixes which include:

I. Selected Books for Reference
   Activities, Media, and Processes
   Appreciation

II. Films for Reference

III. Suggested Art Supplies
   Supplies; Used in Lesson ___; Amount Needed

IV. Glossary

Pre-telecast. --The objectives established by the classroom teacher to meet the needs of her pupils prompts the type of preparatory approach to the telelesson. As part of this readiness the classroom teacher arouses student interest, creates an atmosphere

for learning, establishes a purpose, presents the vocabulary, readies the set and the room for maximum viewing, and double checks herself that all is ready when welcoming her teaching partner in the person of the television teacher. (See Appendix, pp. 89-94.)

**Telecast.**--While the television teacher steps forward in a more active role, the classroom teacher assumes the equally supportive role. She does not use the time for correcting papers, or doing professional reading, nor does she slyly slip away. Rather, by her enthusiastic interest and example, she heightens the attention and alertness of the class. She participates when participation is called for and reacts when a reaction is required. She locates herself so as to observe the telecast and the reaction and needs of her pupils. (See Appendix, pp. 95-96.)

The use of a video tape recorder in a school has in recent years been an asset to scheduling and reviewing the lesson. Since this media, however, is not available in most rural schools, the author suggests that the taping of the audio will often prove helpful for clarification of debatable points or for review.

While the teacher's prime purpose in using ETV is to make greater learning experiences available to her students, she also critically observes the studio teacher so as to add to her own in-service training.
Post-telecast or follow-up. -- At the conclusion of the telecast the classroom teacher immediately turns off the set and begins the follow-up. She once more assumes the full responsibility as guide to her students. The real impact of the lesson now begins with a variety of follow-up, the possibilities of which are endless depending only on the interest and creativity of pupils and teachers. (See Appendix, pp. 97-104.)

The activities, prompted by the character and purpose of the lesson and by students' needs, will support, reinforce, and extend the skills, knowledge and attitude developed during the telelesson.

Evaluation. -- Television not only provides children with a new and exciting way to learn but also provides the classroom teacher with real assistance in the teaching-learning process. The classroom teacher has the conclusive responsibility for helping the learner to make maximum use of instructional television. In meeting this responsibility the teacher makes a continuing effort to evaluate the effectiveness of the television lesson in respect to its reception by the students and the help received by the classroom teacher to create a more meaningful learning situation.

If the television series is to be used again the next year the classroom teacher will want to take elaborate notes, preferably in the study guide book, in evaluating the series for future use.
The conscientious teacher evaluates not only the all-embracing television lesson and the effectiveness of instruction upon her students, but herself as well. Television, as a multi-media "package," dovetails with the use of other media within the classroom. In evaluating the television program "in toto" the classroom teacher might well respond to the following query: "Are You 'Watching' Television or 'Using' Television?" (See Appendix, pp. 105-107.)

Various evaluation forms, already prepared or developed by the individual, can be used by the classroom teacher. (See Appendix, pp. 108-110.) Reactions to and comments about the television lesson are always welcomed by the studio teacher and the production staff. Criticisms, both positive and negative, assist all members of the teaching team to improve, initiate, and produce programs that will meet the need of its viewing and participating audience.

Planning by the classroom teacher is the key that unlocks the door for complete utilization of educational television. (See Appendix, p. 111.)

The Student

While the classroom teacher is truly the manager of the learning situation, the objective of all his planning is the student.
Environment.--Rural schools have long provided an educational environment which has many of the advantages of the modern non-graded school. The researcher is no stranger to such procedures as, "John, you might like to take part in this lesson on _______," because John needs the reinforcement or enrichment experience. The pupil does not resent "stepping down" or "leaving his grade" for the ensuing lesson because the experience is a rewarding one. In accepting the invitation the pupil brings with him certain responsibilities to utilize the opportunity to his greatest advantage.

Role of ETV.--In a multi-grade classroom, the pupil has likewise learned to work independently and become accustomed to concentrating on his own work while other children are engaged in other activities. Accordingly, television in the rural classroom, is not a distractor when used by only a small group, but rather a welcome resource for learning.

Because of his non-school experience with television, however, the pupil must understand the role of television in the classroom. From its very inception into the school curriculum the student becomes aware (1) that television is for instruction, not for entertainment, (2) that the television teacher is a partner with his own classroom teacher, not a competitor, and (3) that he is a vital part of the instructional television team.
Goals.--Through educational television in the classroom children develop (1) an appreciation of different methods of presenting materials and information, (2) a realization of the need for individual listening, thinking, and learning skills, (3) an attitude of personal responsibility for learning, and (4) the ability to work independently, as well as in a group.

Tailored to need.--While programs, such as art, might well be viewed by children at different grade levels and with a range of abilities, the follow-up activities are tailored to meet student need. The child is the focal point for all instructional television as he is the focal point for all learning.

The Parent

Rural classrooms do not imply a "backwoods" environment. Many of these classrooms are furnished with modern equipment that was not available when the parents of today's students were in school. Among these resources is educational television. In order to have effective utilization of this media, the supportative role of parents is imperative. Through lack of proper understanding they may expect too much or too little. Orientation of parents, then, is necessary if television is to be an on-going experience.

The researcher proposes a fourfold approach to this orientation for parents.
PTA Meetings. --Early in the year the place of ETV in the school curriculum should be explained to the parents by a member of the school board, by a classroom teacher, or preferably by the television coordinator from the local Educational Service Unit of the State of Nebraska. At this time parents become acquainted with the purpose and advantages of television for their children. In educational television, as in all learning, instruction centers around the learner. The programs offered on ETV arise from a need found in the school. The school gets ideas that are turned into TV lessons; the TV lessons are used by the teacher in the school; these same teachers become the source for more ideas. Thus the cycle continues, so that better educational opportunities are made possible for all children in Nebraska.¹² (See Appendix, p. 112.)

ETViewing. --While this publication is a monthly program guide for all educational programs transmitted over the Nebraska Educational Television Network,¹³ of pertinent interest to parents is its in-school instructional television schedule for the current year.¹⁴ (See Appendix, pp. 113-114.) Through this information parents may "tune-in" on the telecast their children are viewing.

¹²Introduction to Instructional Television. Slide-audio presentation produced by Nebraska Council for Educational Television, Inc., Lincoln, Nebraska, for Project ASERT, [ca. 1968].


¹⁴Ibid., pp. 11, 14.
Letter to parents. -- Letters written by the teacher and/or the pupils will help to develop attitudes of reciprocal interest between parents and the school curriculum involving their children. (See Appendix, pp. 115-117.)

Visits to the classroom. -- Lest the parents be misinformed that instructional television is merely "tuning in," parents should be encouraged to visit the classroom during all three phases of the telelesson: the preparation, the viewing, and the post-viewing.

Past experiences in all educational endeavors have shown that when parents become involved, ventures in the school curriculum are bound to succeed. Therefore, parental participation in educational television will support the utilization of ETV in the small rural schools of Nebraska.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Educators' demand that the children in a rural area should receive the best in educational opportunities was the provocative challenge which led to this study.

Resume of Data

Aim of the project. -- It is the purpose of this study to present an inquiry into the utilization of ETV in the small rural schools of Nebraska. The researcher is convinced that those directly responsible for the education of children in the small rural areas are not cognizant of the opportunities offered through educational television over the Nebraska Educational Network. She resolved to disseminate this information through this project.

Procedure. -- Because of the lack of "finger-tip" information concerning this "packaged" media, she has endeavored through library research to make the extensive literature more compactly available to educators and their affiliates.

Presentation of the inquiry. -- In all education the student is the focal point. Educational television can be considered as the
rim of a large wheel with the child as the hub. While many people form the spokes of this wheel, the writer has limited her consideration of them to the immediate personnel in the rural area, namely: the administrator, the teacher, the student, and the parent.

Having reviewed the literature on educational television in reference to the aforementioned people, and being personally involved in ETV workshops, the writer presents material that will serve as a plan whereby administrators, teachers, students, and parents may be orientated to the employment and utilization of ETV in the small rural schools of Nebraska.

Findings have shown that:

1) ETV, as a package of learning opportunities, can assist an area to organize learning experiences to meet local curricular needs, and that the State of Nebraska has, through its statewide educational television network, made this possible.

2) The school board (administrator), as the educational leader, is able to fill the need in the curriculum by employing ETV as a resource for the teacher and student. Its moral, monetary, and technical support are necessary so that the teachers and students in these remote areas might be able to utilize these equal educational opportunities.

3) The classroom teacher's planning is the "key" to all instructional television. She is the facilitator, guide, and manager
of learning experiences within her classroom. The success of ETV lessons depends upon her interest, support, and creativity.

4) The general goals in the use of educational television are the same as for all education--to assist children in the learning process.

5) The supportive role of parents is necessary for effective utilization.

Conclusion.--On the basis of this inquiry the following conclusions are evident:

1) Nebraska does provide equal educational facilities to its diverse geographic areas through the media of television.

2) ETV can fill a need in the school system by providing instructional opportunities for its viewers as total teaching, as a major resource, and/or as supplementary or enrichment material.

3) ETV, to be properly utilized, must be understood and supported by those directly and indirectly involved in education.

4) The information gathered, summarized, recapitulated, and flexibly outlined can be channeled through meetings and workshops in the local and county area.

Future Study

The author wholeheartedly endorses the implementation of the present inquiry so that the first step to the utilization of educational television--understanding the media--might be established. Aggregate
or individual studies concerning the administrator, the classroom teacher, the student, and/or the parent in this area of research could be made to evaluate the utilization of educational television in the small rural schools from the vantage point of behavioral objectives.

As a further recommendation it would be interesting and advantageous to consider educational television as a "packaged" media in the utilization of all media from the pre-telecast, through telecast and post-telecast (follow-up) using the thesis and arguments of Marshall McLuhan's view of media. McLuhan's concept that media is an extension of man's sensory function could serve as the basis for the generation of several experiments important to education and its objectives. The experiments would entail the study of different kinds of media, "hot or cool" (McLuhan's terms), via television and their impact on the educational process.
APPENDIX

The illustrations on the following pages are, in part, reproductions of transparencies cooperatively produced and shared by the author and other participants at a workshop held in Kearney, Nebraska, August, 1968. The workshop was sponsored by Project ASERT for field coordinators in Nebraska's Educational Service Units preparatory for regional workshops to be held within the respective areas. Illustrations not footnoted are either original or the author is not knowledgeable of the source.
The parable of THE BLIND MEN AND THE ELEPHANT
IT WAS SIX MEN OF INDOSTAN TO LEARNING MUCH INCLINED, WHO WENT TO SEE THE ELEPHANT (THOUGH ALL OF THEM WERE BLIND): THAT EACH BY OBSERVATION MIGHT SATISFY HIS MIND.
THE FIRST APPROACHED THE ELEPHANT
AND HAPPENING TO FALL AGAINST HIS BROAD AND STURDY SIDE
AT ONCE BEGAN TO BAWL: "GOD BLESS ME! BUT THE
ELEPHANT IS VERY LIKE A WALL!"
THE SECOND, FEELING OF THE TUSK

cried, "Ho! what have we here so very round and smooth and sharp?

to me 'tis very clear this wonder of an elephant

is very like a spear!"
THE ELEPHANT IS VERY LIKE A SNAKE.

THE THIRD APPROACHED THE ANIMAL AND HAPPENING TO TAKE THE SQUIRMLING TRUNK WITHIN HIS HAND BOLDLY UPHE SPAKE: "I SEE!" QUOTH HE, "THE ELEPHANT IS VERY LIKE A SNAKE."
"'Tis clear enough. The elephant is very like a tree!"

The fourth reached out an eager hand and felt about the knee. "'What most this wondrous beast is like is very plain," quoth he.
THE FIFTH, WHO CHANCED TO TOUCH THE EAR,
SAID: "E'EN THE BLINDEST MAN CAN TELL WHAT THIS
RESEMBLES MOST: DENY THE FACT WHO CAN.
THIS MARVEL OF AN ELEPHANT IS VERY LIKE A FAN!"
THE SIXTH NO SOONER HAD BEGUN ABOUT THE BEAST TO GROPE THAN, SEIZING ON THE SWINGING TAIL THAT FELL WITHIN HIS SCOPE, "I SEE," QUOTH HE, "THE ELEPHANT IS VERY LIKE A ROPE!"
AND SO THESE MEN OF INDOSTAN
DISPUTED LOUD AND LONG,
EACH IN HIS OWN OPINION
EXCEEDING STIFF AND STRONG,
THOUGH EACH WAS PARTLY IN THE RIGHT,
THEY ALL WERE IN THE WRONG!
ADVANTAGES OF INSTRUCTIONAL TELEVISION
springboard to learning
stimulates teachers
ETV: accelerates professional growth
magnifies small objects
provides
special instruction
upgrades the curriculum
keeps
content material
up to date
provides outstanding teachers

more responsible learning

equality of opportunity
predetermines pacing of material
presents scheduling problems
Using ETV in the Classroom. Slide-audio tape produced by Nebraska Council for Educational Television, Inc., Lincoln, Nebraska, for Project ASERT, [ca. 1968].
I wonder what all this is going to cost?
Planning is the key
A Team Approach. 16mm Film produced by the Nebraska Council for Educational Television, Inc., Lincoln, Nebraska, for Project ASERT, [ca. 1968].
PRE-TELECAST
ACTIVITIES
CREATE AN ATMOSPHERE FOR LEARNING

ESTABLISH A PURPOSE
PRESENTING VOCABULARY
DOUBLE CHECK YOURSELF

ARE YOU READY
Teacher
interest
example
location

The End

turn off the set
FOLLOW-UP
DISCUSSIONS...

Panel discussions
Quiz panels
Club and interest groups
Oral reports
Questions
answers
Dramatizations and oral presentations...

Role playing Skits; plays
Dramatic readings

Pantomiming Puppets
PROJECTS...

DEMONSTRATIONS...

Experiments
Aquariums
Terrariums
Pets
Insect colonies
Fairs and
Exhibits of projects

Models
Maps
Murals
Problem-solving activities
AESTHETIC and CREATIVE PROJECTS

and DEMONSTRATIONS...

Dioramas
Mock-ups
Collages
Drawings
Models

Sculpturing
Folk dancing
Mobiles
Mosaics
Bulletin boards

Story-writing
Block printing
OTHER EDUCATIONAL MEDIA...

Film projector
Filmstrip projector
Slide projector
Overhead projector

Educational games
Opaque projector
Programmed learning
Film loops (8mm)

Record player
Tape recorder
RELATED READING...

Reports
Independent research
Meaningful assignments

Magazines
Textbooks
Newspapers
Library books
Encyclopedias
Reference books
Additional Resources...

- Free films
- Free materials
- Free posters
- Printed resources
- Community people

Field trips
ARE YOU "WATCHING" TELEVISION OR "USING" TELEVISION?

(Base your answers on the last telecast used in your classroom.)

TEACHER PLANNING

Q - How many minutes did I use to prepare myself and my students for the telecast?
A - ________ minutes.

Q - What materials did I prepare prior to the telecast?
A - ____________________________________________________________

Q - What were some of the pre-telecast questions which came from the motivational discussion?
A - ____________________________________________________________

Q - In what two ways did the Teacher's Guide help me?
A - ____________________________________________________________

CORRELATION WITH CURRICULUM OBJECTIVES

Q - Did I attempt to schedule my classroom work to make the resources through television available at an opportune time?
A - ____________________ Yes ____________________ No

Nebraska Council for Educational Television, Inc. (Mimeographed Questionnaire sent to NCET Member Schools.) Lincoln, Nebraska: Nebraska Council for Educational Television, Inc. [ca. 1969].
Q - What was the **one major** gain I hope to realize for my group by using this medium?

A - __________________________________________________________________________

Q - Was the material presented by the studio teacher appropriate for all of my students or should I have "grouped" for the telecast?

A - __________________________________________________________________________

Q - Specifically what three ideas for improved instruction came from using multi-media approach in this lesson?

A - __________________________________________________________________________

**INTEGRATION OF ALL MEDIA**

Q - What other media did I use in conjunction with the telecast?

A - Check:

- Television  
- Textbook  
- Record  
- Filmstrips  
- Tests  
- Other  
- Still Pictures  
- Radio  
- Workbooks  
- 16mm Projector  
- Pamphlets  
- Tape Recorder  
- Newspaper  
- Overhead Projector  
- Listening Stations  
- Objects  
- Opaque Projector  
- Field trip

Q - Name two apparent gains from this blending of media in my classroom presentation.

A - __________________________________________________________________________

Q - Which two of the media used contributed the greatest in the presentation of this particular lesson?

A - __________________________________________________________________________

Q - Which media were most effective for me in the follow-up activities of the television presentation?

A - __________________________________________________________________________
RECOGNIZE EDUCATIONAL OBJECTIVES

Q - When the program was viewed, did my students know what to look for and what to listen for?

A - __________ Yes __________ Some Question _______ No

Q - Do you feel that you clearly understood your part in this team-teaching situation? The Studio Teacher's part?

A - __________ Yes __________ Some Question _______ No

Q - What knowledgeable and lasting learning was achieved by my students from this lesson?

A - __________________________________________

Q - Did the use of a multi-media presentation bring about more reaction than usual from my students?

A - __________________________________________

YOUR SCORE EQUALS THE INTEREST OF YOUR STUDENTS TOMORROW!
SAMPLE EVALUATION FORM

PROGRAM SERIES ___________

School __________________________ Teacher ________________________

District __________________________________________________________

LEVEL OF STUDENT ABILITY: High____ Average____ Low____

1. How would you rate your television reception during this program?
   Good_______ Average_______ Poor__________

2. Was the sound
   Distinct_______ Audible_______ Poor__________
   (Describe Difficulty)

3. Was the video (picture)
   Clear_______ Not Clear__________
   (Describe Difficulty)

4. Was the telecast
   Too Long______ Satisfactory______ Too Short______

5. Were the visuals
   In Amount
      Good__________ Too Many_______ Too Few________
   In showing time
      Good__________ Too Short_______ Too Long_____
   In effectiveness
      Good__________ Average_______ Poor__________

Vasche, Utilizing, p. 38.
6. Was the vocabulary level
   Too Difficult___ Satisfactory___ Too Easy______

7. Was the level of material presented
   Too Difficult___ Satisfactory___ Too Easy______

8. Was the introduction
   Motivating_____ Satisfactory___ Too Slow_______

9. Was the pacing of lesson
   Too Fast_______ Satisfactory___ Too Slow_______

10. Was student participation
    Too Much_______ Adequate_______ Not Enough______

11. Comments ________________________________________
    __________________________________________________
    __________________________________________________
USE OF INSTRUCTIONAL TELEVISION

Survey

TEACHER: ___________________________ GRADE LEVEL: __________

SCHOOL SYSTEM: ________________________________________________

<table>
<thead>
<tr>
<th>Series Used:</th>
<th>INSTRUCTIONAL RESOURCES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>TELEVISION</td>
</tr>
<tr>
<td></td>
<td>Regular Use</td>
</tr>
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</tr>
</tbody>
</table>

Please check (V) statements below which apply to utilization of telelesson noted above:

UNABLE TO ADJUST CURRICULUM CONTENT AND TEACHING METHODS TO FIT TELELESSONS . . . . ___

SCHEDULE PROBLEMS . . . . . . . . . . . . . . ___

HAVE ENOUGH A-V MATERIALS TO ACCOMPLISH TEACHING OBJECTIVES MYSELF . . . . . . . . . ___

POOR RECEPTION OF TV SIGNAL . . . . . . . . ___

LACK OF STUDENT INTEREST . . . . . . . . ___

Other Comments: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Nebraska Council for Educational Television, Inc. (Mimeographed Questionnaire sent to NCET Member Schools.) Lincoln, Nebraska: Nebraska Council for Educational Television, Inc. [ca. 1969].
<table>
<thead>
<tr>
<th>Prepare TV Set and Room for Maximum Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let TV Studio Know Your Reactions—Good or Bad</td>
</tr>
<tr>
<td>Introduce the Lesson to Students</td>
</tr>
<tr>
<td>Follow-Up Activity to Strengthen TV Lesson</td>
</tr>
</tbody>
</table>

- Teacher's attitude is most important.
Introduction to Instructional Television. Slide-audio presentation produced by Nebraska Council for Educational Television, Inc., Lincoln, Nebraska, for Project ASERT, [ca. 1968].
### INSTRUCTIONAL TELEVISION SCHEDULE 1968-1969

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>7:00</td>
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</tr>
<tr>
<td>7:10</td>
<td>MICROBIOLOGY</td>
<td>MAN'S LIVING BODY</td>
<td>MICROBIOLOGY</td>
<td>MAN'S LIVING BODY</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>8:00</td>
<td>SOCIAL STUDIES &amp; HISTORY IN-SERVICE</td>
<td>ARITHMETIC IN-SERVICE</td>
<td>ART LITERATURE IN-SERVICE</td>
<td>ART LITERATURE IN-SERVICE</td>
<td>ART LITERATURE IN-SERVICE</td>
</tr>
<tr>
<td>9:00</td>
<td>WORLD OF CHANGE SCIENCE G 4 5 6</td>
<td>HERITAGE G 4 5 6</td>
<td>CHALLENGE I G 1 2 3</td>
<td>AMERICAN LITERATURE SECONDARY</td>
<td>AMERICAN LITERATURE SECONDARY</td>
</tr>
<tr>
<td>9:30</td>
<td>P.E. 1 &amp; 2</td>
<td>ART 3</td>
<td>COME WITH ME PRE-K</td>
<td>AMERICANS ALL G 4 5 6</td>
<td>PLACES IN THE NEWS G 4 5 6</td>
</tr>
<tr>
<td>9:55</td>
<td>LANDING AND SEA SCIENCE G 2</td>
<td>LANGUAGE CORNER G 4</td>
<td>CHILDREN'S LITERATURE</td>
<td>EXPLORING LITERATURE G 6</td>
<td>SURVEYING LITERATURE G 6</td>
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<tr>
<td>10:05</td>
<td>SOUNDS LIKE MAGIC SPEECH G 1</td>
<td>ARITHMETIC 3</td>
<td>ARITHMETIC 4</td>
<td>ARITHMETIC 5</td>
<td>ARITHMETIC 6</td>
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<tr>
<td>10:25</td>
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<td>ART 5</td>
<td>I DARE YOU ART JR. HIGH</td>
<td>MATH TOPICS SECONDARY</td>
<td>KEEP THE BALL ROLLING PRIMARY</td>
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<td>ART 4</td>
<td>THE PROCESS OF ART JR. HIGH</td>
<td>NEBRASKA ISSUES SECONDARY</td>
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<td>11:00</td>
<td>HEALTH INTERMEDIATE</td>
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<td>LANGUAGE JR. HIGH</td>
<td>WORLD OF MUSIC G 4</td>
<td>GEOGRAPHY</td>
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<td>11:20</td>
<td>MICRO-ECONOMICS</td>
<td>NETCHE SUPPLEMENT</td>
<td>MICRO-ECONOMICS</td>
<td>11:35</td>
<td>CHALLENGE II G 5 6 7</td>
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<tr>
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<td>INTRODUCTION TO ENTOMOLOGY</td>
<td>11:55</td>
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<tr>
<td>1:00</td>
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<td>ART 5</td>
<td>I DARE YOU ART JR. HIGH</td>
<td>MATH TOPICS SECONDARY</td>
<td>KEEP THE BALL ROLLING PRIMARY</td>
</tr>
<tr>
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<td>ART 3</td>
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<td>AMERICANS ALL G 4 5 6</td>
<td>PLACES IN THE NEWS G 4 5 6</td>
</tr>
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<td>SURVEYING LITERATURE G 6</td>
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<tr>
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<td>GEOGRAPHY</td>
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**MOEBA INSTRUCTIONAL SCHEDULE**

KYNE-TV - Channel 26 - Omaha

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<td>THIS, OUR</td>
<td>LOOK TO THE</td>
<td>AMERICAN</td>
<td>OUR</td>
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<td>COUNTRY</td>
<td>FUTURE</td>
<td>HISTORY</td>
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<td>JR. HIGH</td>
<td>JR. HIGH</td>
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<td>AMERICA SINGS</td>
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<td>A WAY</td>
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<td>NEIGHBORHOOD</td>
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<td>LISTENERS</td>
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<td>OUR</td>
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<td>FUTURE</td>
<td>HISTORY</td>
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<td>LIVING WITH</td>
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<td>GRADE 4 &amp; 5</td>
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<td>GRADE 1</td>
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<tr>
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<td>STEPPING INTO</td>
<td>IT'S TIME</td>
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<td>GRADE 1</td>
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<td>2:55</td>
<td>OUR</td>
<td>LET'S VISIT</td>
<td>NEIGHBORHOOD</td>
<td>COME ALONG,</td>
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<td>DO YOU READ ME?</td>
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<tr>
<td></td>
<td></td>
<td>DO YOU READ ME?</td>
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</table>

SAMPLE LETTER

Dear Parents,

Our class is preparing for an extensive study of OUR CHANGING COMMUNITY . . . its history, its current development, and its possible future. For the students we wish to promote the natural curiosity of youth to wonder HOW and WHY. We hope they will gain a comfortable feeling about change and its implications as well as an introductory understanding of their social and physical environment.

Our study will be based on a televised series of lessons, supplemented by many extended activities in the fields of history, geography, political science, and economics. The students will have many opportunities for reading, writing, development of creative and research skills, committee work, and independent study.

We would encourage you to watch this series at home, thus gaining an insight into this part of your child's curriculum (. . . add broadcast day and time here. . . .).

If you have an interesting hobby or special skill which you would be willing to share, or if you have volunteer time to help with some of our planned projects, please indicate below and return this to school.

Sincerely,

Feel free to use any parts or ideas from this sample letter. Each teacher will best know the letter content most appropriate for his own parent group.

To the body of the letter you might add specific ways in which parents could help—such as field trip chaperones or guides, showing home movies and photographs appropriate to areas of study, helping the students in manual activities such as puppet making or model construction.

Dear Parent:

Your child __________________________ is being given the opportunity to participate in a televised course in __________________________ during this year. The studio teacher, __________________________________, and I have common interests in the subject, the students, and teaching, and we both have a common goal—inculcating in the students a knowledge and enthusiasm for the subject.

The television lessons will be beamed on our Educational Television Station ___________ Channel ________.

You may wish to watch the television lesson at home or arrange, through the principal, a visit to the classroom to see the entire lesson, including the pre-telecast, and follow-up.

In addition to the in-school telecasts, our ETV station schedules programs of interest to adults and children in the evenings.

Our class is looking forward to this experience. The studio teacher and I will do everything we can to make your child’s learning situation a good one. We shall welcome your interest and cooperation.

Sincerely yours,

Gay-Lord, Instructional, p. 58.
Dear Mother,

Every Tuesday at school we watch a television program called All About You. We learn many things about ourselves. Will you watch it at home sometimes so we can talk about it at dinner time?

Lots of love,

Steven

Annotated Audio-Visual Aids

The following may be requested through NCET, Inc. (Nebraska Council for Educational Television, Inc.), 16th and "R" Street, Lincoln, Nebraska.

*ed annotations are taken from the GPNITL (Great Plains Instructional Television Library) Recorded Television Courses 1969.

*Channels to Learning. (10 programs - 30 minutes each) The purpose of this series of programs is to orient teachers and administrators to the potential of instructional television and to alert them to some of the principles of effective utilization in the classroom. The series can be used by school systems. . . . It will meet the needs of teachers at all levels of school instruction. . . . Although planned as a series, each program can be used singly or in any sequence in order to adapt to the particular needs of each organization using the series.

*Television: Implications for Instruction delineates reasons why television and other modern media have come onto the educational scene, and the impact they are having on educational programs at all levels.

*Television: A Potent Medium explains how television can provide a number of instructional experiences. Also, the advantages of the medium such as magnifying objects, spanning time and distance, presenting experts, and its timelessness. Limitations of the medium are also discussed.

*Television: Effective Instruction reviews examples of research which have proved the effectiveness of television for instruction both with teachers and with students in changing attitudes as well as in presenting facts.

*Television: The Professional Team deals with the steps in planning an instructional series; the people who make up the total team; and the roles of the various members--curriculum experts, school principals, classroom teachers, television teachers, producers, directors, and supporting staff members.
*Television: Preparing the Lesson describes some of the work of a studio teacher in preparing for a telecast.

*Television: Viewing Conditions explains the proper adjustment of a television set, both electrically and physically, in order to create the best learning situation as far as the physical aspects of the room and the comfort of the students are concerned.

*Television: Preparing Students illustrates principles of adequate preparation—both student and teacher—for improved results from the use of the televised lesson. The program provides a basis for group discussion of possible techniques for classroom practices.

*Television: Using the Lesson discusses the role of the classroom teacher during the telecast. Suggestions are made about note-taking, assisting students in acquiring listening and viewing skills, assuming optimum learning situations dealing with unavoidable interruptions and other distractions.

*Television: Following-up the Lesson presents examples of actual techniques that teachers have used for follow-up of telecasts. These are not presented as the final answer but merely as suggested activities that illustrate general principles to follow.

*Television: A Broader Look discusses the many and varied resources that are available through television, both educational and commercial, and how they may be used to enrich the classroom experiences of students.

*Discovering Discovery. (Kinescope - 30 minutes) This gives a step-by-step description of the planning, preparation, and production of a program from the NET series "Discovery" that is televised regularly over many ETV stations. The many facets of the studio operations and the production departments are described, and the way in which they all must coordinate in order to contribute to a successful television lesson is clearly illustrated.

This program can be used with . . . classroom teachers to illustrate the "behind-the-scenes" activities that go into a television lesson.
The Role of the Classroom Teacher. (Kinescope - 30 minutes)

A panel discussion in which a secondary teacher and an elementary teacher describe their new role as a receiving teacher utilizing television. They discuss the changes that have been necessary, both in their daily preparations, and in the daily classroom program, especially at the elementary level. The elementary teacher demonstrates how she not only changes her daily program, but also changes the students' schedules in order to get the greatest value from all lessons available via television. Her realistic approach to providing a workable arrangement of her classroom schedule, and her very "positive" attitude toward the benefits to be derived from using instructional television should encourage any classroom teacher to plan for the same kind of effective use of TV in her classroom.

The Second Classroom. (Kinescope - 25 minutes) A general orientation program in which the host, Janis Lynch, discusses the contribution that instructional television can make to the educational program of a school. Using excerpts from various programs, different types of lessons are used to illustrate some of these contributions.

The program would be very useful for a general orientation of local ETV groups or for an in-service application to alert teachers to the various types of programming possible through television.

Television Techniques for Teachers. (Color-Sound 16mm Film - 24 minutes)

Realistic questions and practical answers about the use of television in the classroom abound in Television Techniques for Teachers, an in-service, utilization film presentation. . .

What happens when a teacher suddenly finds himself with a television set in his classroom and faced with the problems of scheduling, review of programs, ordering materials, and working the televised lessons into his daily lesson plan?

This film explores such a situation through the eyes and mind of Teacher Sam who, in a thoroughly open-minded manner, sets himself to the task of educating himself in the opportunities and pitfalls of classroom television utilization. . .
Television Techniques for Teachers recognizes difficulties associated with the introduction of instructional television into the classrooms and attempts to provide some practical answers that might be implemented in any classroom anywhere in the country. And... although the presentation is highly informative, it is not pedantic in its manner. The approach is light and entertaining.

*Television in Your Classroom. (Color-Sound Film Strip - 12 minutes) For in-service, . . . Though light and fundamental in its approach, Television in Your Classroom solidly brings home all points presented by graphically emphasizing five basic elements of effective instructional television utilization:

. . The unique importance of study guides.
. . The proper adjustment and placement of the classroom television set.
. . The role of positive teacher attitude.
. . The significance of effective follow-up activities.
. . The distinct usefulness of evaluation and feed-back by the classroom teacher.

The following are aids produced cooperatively by the Nebraska Councils for Educational Television and Project ASERT.

Introduction to Instructional Television. (Slide-audio - 13 minutes)
While the presentation is geared to alerting parents or adult groups to the part instructional television plays in the school curriculum, it is also helpful and instructive for administrators and the classroom teacher.

Sampler Program Segments. (16mm Film) These segments of instructional television may be used in a variety of ways to meet the specific situation and desires of the audience for whom they are presented. Sheets accompanying the 16mm presentation have been indexed in three categories with simple cross-reference:

a) Program Titles
Instructional television programs seek to provide enrichment activities for the students and to develop certain skills and understandings in subject areas. Teachers in-service education responsibilities are part of ITV's obligation to Nebraska schools.
b) Educational Resources
Instructional television in Nebraska is designed to provide direction, information, and stimulation in the various subject areas for curriculum development. Programs are offered in ten academic discipline areas in addition to specialized offerings for the disadvantaged and gifted students.

c) Technical Resources
Using the unique characteristics of the medium, television can strengthen and extend the learning environment in Nebraska schools. It can also serve as a vital and valuable tool to extend teaching resources in all schools.

A Team Approach.  (16mm Film - 20 minutes) with John Rugg, elementary television teacher from Denver, Colorado. Emphasis is based upon the team approach that knows each others roles for the effective use of instructional television. The team in this approach is concerned with (1) PRESENTATION by the studio teacher, (2) PRODUCTION that provide the program for the boys and girls, (3) UTILIZATION by the classroom teacher. The latter receives the greatest time section in the film.

Using ETV in the Classroom.  (Slide-audio - 12 minutes) The presentation emphasizes the role of the classroom teacher in reference to the study guide, the television set, teacher attitude, follow-up activities, and evaluation and feed-back. "That electronic machine need not be an intruder in your classroom. Make friends with your television set."

Three presentations, presently in developmental stages, will soon be produced by the Nebraska Council for Educational Television, Inc. for Project ASERT. It is expected that production will be completed in August, 1969, so the aids will be ready for in-service use with teachers during the 1969-70 school year. Two of these are on the elementary level.
UTILIZATION AID #1

Title: Planning with a Purpose

Purpose: Provide planning guidelines for teachers who use instructional television. Among the objectives stated early in the presentation is the statement: As a result of viewing this presentation, the teacher should be able to (1) differentiate between objectives stated behaviorally and non-behaviorally, and (2) list four distinct planning steps as recommended in the presentation.

Format: 35mm slide-audio tape

Summary of Content: The modern teacher is concerned about making effective use of the universe of materials which are available.

Instructional television, as a package of learning opportunities, can assist the teacher, an educational planner, to organize learning experiences to meet local curriculum needs.

Telelesson guides offer educational objectives, audio-visual presentation and stimulation, listing of additional resources and materials which can be used to supplement and enrich the gaps to permit the classroom teacher many options to care for individual needs.

There are four distinct steps in planning any educational endeavor:

OVERVIEW of resources available in relation to local goals and local student needs;

FORMULATE instructional objectives in terms of measurable behavioral changes;

DEVISE STRATEGY to accomplish behavioral objectives;

PROVIDE FOR EVALUATION and reteaching to be certain specific objectives are achieved.

A response sheet accompanies the presentation, and the viewer is given an opportunity to become involved in learning more about formulating instructional objectives in measurable behavioral terms.
UTILITY AID #2

Title: Inquiry Science and Television

Purpose: (1) Provide teachers with a knowledge of the characteristics that are present in a classroom where an inquiry approach to science education is used, (2) Clarify the role of instructional television in science education.

Format: Multi-media Kit

1) slide-tape introduction.
2) video tape of discussion by state department of education science consultant and studio teacher to establish the definition and purpose of inquiry science.
3) script for "live" introduction to telecast using overhead transparencies and supportive materials.
4) video tape of NCET telelesson, "Measuring Time," one of a series of the new telelessons based upon the inquiry approach.
5) slide-tape discussion of follow-up activities in a classroom.

Summary of Content: Children learn science in many ways, one of which is through natural curiosity and exploration.

Freedom to satisfy curiosity through exploration is an element of inquiry science, but the teacher's role is much more than permitting freedom.

The teacher provides stimulation, has materials ready, constantly probes the student's thinking, promotes the student's ability to verbalize and test hypotheses, and attends to developing skills in the processes of science as well as the basic content of science.

Television can provide the stimulus and open-ended organization for science instruction using the inquiry method.
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