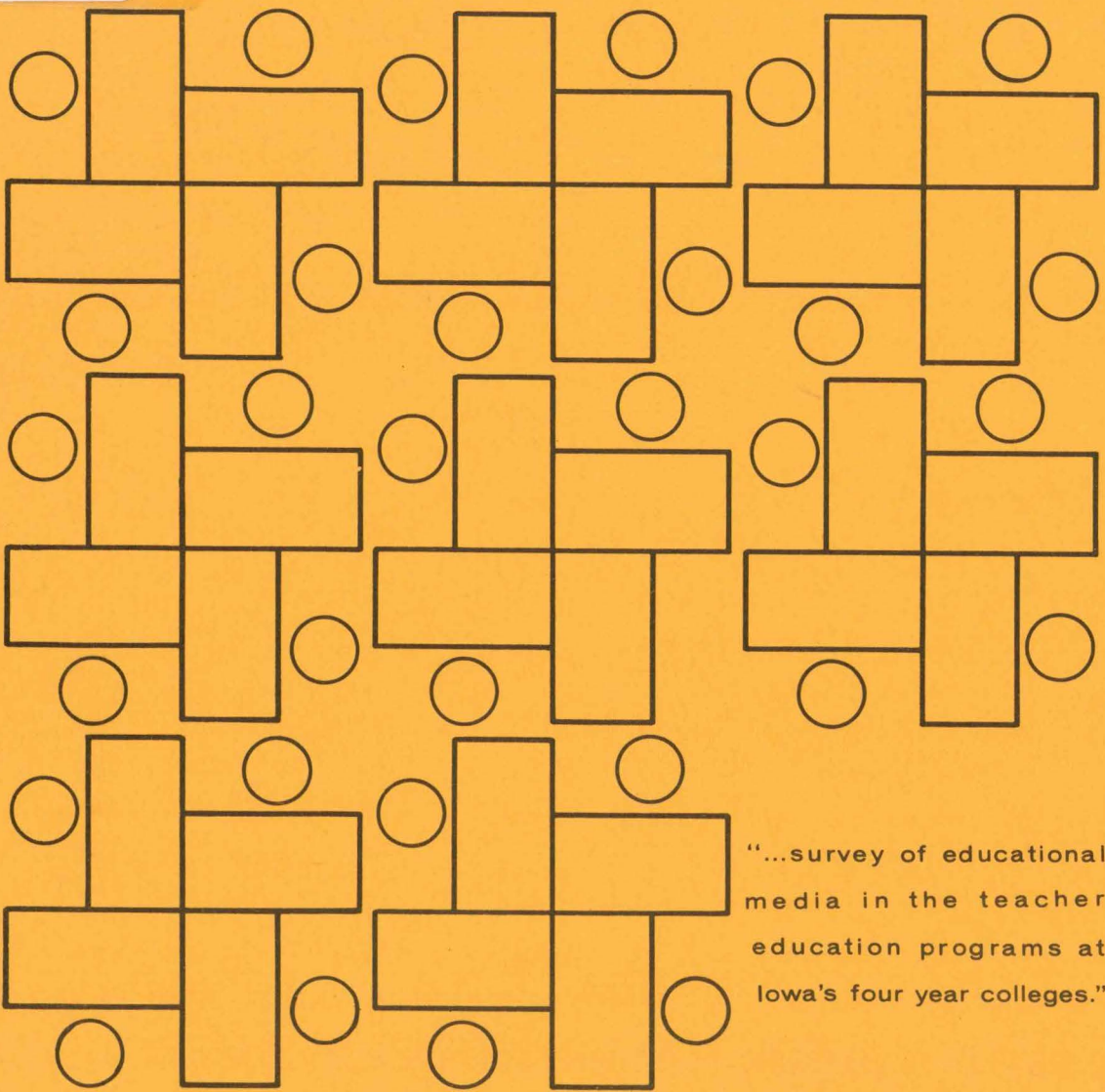


II. Libraries - University + College 1971

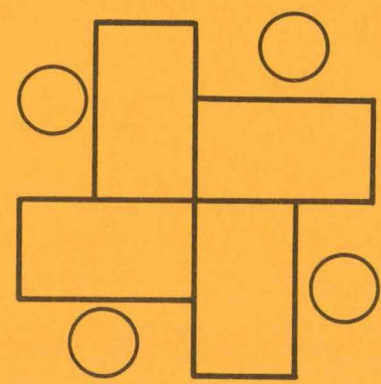
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Plan for Progress in the media center

FOUR YEAR TEACHER EDUCATION INSTITUTIONS



"...survey of educational media in the teacher education programs at Iowa's four year colleges."



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**EDUCATIONAL MEDIA PROGRAMS
IN
TEACHER EDUCATION
AT
IOWA'S FOUR YEAR COLLEGES
1969 - 70**

Prepared for

Teacher Education and Certification Division
Department of Public Instruction
State of Iowa

By

Virgil Kellogg, Audiovisual Consultant
Educational Media Section
Department of Public Instruction
State of Iowa

July, 1971

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INTRODUCTION

There was a time when the teaching resources available to a professor were textbooks for the class, books in the library, a chalkboard, and perhaps a few maps on the classroom wall. If films, slides, and recordings were used as teaching aids, securing them was usually the responsibility of the individual professor.

As time passed, colleges established centers to provide audiovisual services, usually with limited campus functions to perform. Certain media were available for those who had the interest to seek them out.

Recently, colleges have been developing facilities to encourage the utilization of new media. The changing role of college teachers, increased enrollments, rising costs, and growing understanding of the psychology of learning are generating a trend to a new kind of support for instructional services. The trend has been encouraged by the availability of effective, appropriate, and convenient materials, devices, and classroom facilities for improved instruction.

Similar phenomena have made reassessment of library and audiovisual practices in the elementary and secondary schools imperative. Making learning more interesting and teaching more effective requires flexibility which can be achieved only through the use of many kinds of materials, equipment, and services and professional staff members to work closely with teachers and administrators. The new teacher will feel comfortable and secure in this environment to the degree he has been exposed to these new resources and techniques and has had experience in using them to design particular learning situations. The Teacher Education and Certification Division and the Educational Media Section of the Iowa Department of Public Instruction wished to assist Iowa colleges in meeting increased responsibilities in the area of educational media. With the cooperation of the teacher education department chairmen and media personnel, an informal field study of the status of educational media in Iowa teacher education institutions was conducted by the department audiovisual consultant. Specific activities included on-campus visitation and observation, self-evaluation of the media programs in terms of established criteria, inventory of resources and services, and local narrative description of the media program.

This survey fulfills the stated objective of collecting data from each institution and making it available to all institutions. Insufficient information was obtained at one college. The four universities are not included in this report. It must be stressed that the data presented is not comparative in nature. The responses to evaluative criteria were made by personnel at each college in terms of the potential and expectations at that college. Quantitative data is not authoritative and the unique pattern of organization and services at each college makes comparison inappropriate.

I. Developing Media Competencies in Pre-Service Teachers*

Most educators would agree that there is no choice as to whether we will use media resources which technological advances have made available. However, we do have a choice in determining whether we will use them effectively to enhance learning or whether we will use them ineptly. Using media today is the fashionable thing to do. Schools point with pride to equipment and materials they have without much attention given to how they are used.

How can we prepare teachers to effectively use educational media resources to provide meaningful, relevant learning experiences for boys and girls? With the new emphasis on the role of the teacher as a manager of learning systems or as a diagnostician and prescriber of learning experiences, this becomes an all important question. The media resources available today make it possible for teachers, as never before, to develop learning programs which will meet the needs, interests and abilities of each child. The potential of these resources can only be realized in a significant way if teachers, as learning facilitators, are trained to adequately use them.

Many believe that there are four major factors in teacher education programs which determine to a marked degree the teachers ability to make effective use of media resources. These factors are (1) exposure to good teaching, (2) appropriate practice by students of desired behaviors and subsequent reward, (3) effective media courses and (4) an effective student teaching experience.

Do teachers teach as they have been taught or do teachers teach as they have been taught to teach? There is, of course, no conclusive answer to this question. Undoubtedly both have an effect on teaching practices. Many educators today tend to feel, however, that the way teachers are taught has a profound effect on their own teaching. This teaching may have taken place not only in a college or university, but also in their experiences as students in elementary, junior high and high school. If this is true, it presents a real challenge to teachers of teachers to provide pre-service teachers with opportunities to observe good teaching in which media is effectively used to provide meaningful learning experiences.

The best teaching on a college or university campus should take place in departments of education. Teachers of teachers must be aware of their responsibility to provide good models for pre-service teachers. Media resources and facilities in departments of education must be adequate to support quality teaching programs. Staff members in these departments must develop the skills which are necessary to effectively use these facilities and teach with media rather than to preach about its use.

Psychologists tell us that if a behavior is to become part of our repertoire, we must have an opportunity to practice the behavior and that the behavior needs to be rewarded. We must identify the desired behaviors related to media usage and provide opportunities for students to practice these behaviors under the conditions which will be present while teaching. For example, if we feel it is desirable for teachers to be able to use the overhead projector in teaching then they must first learn the proper ways to use it and then have an opportunity to use it in a teaching situation. If this experience is successful, it is likely that the use of the overhead projector will become a part of their teaching behavior. A second example might be that the teacher must be able to develop a tape recording which can be used for individualized instruction to help children learn arithmetic computations. Only when provided with an opportunity to develop and use such a tape and to evaluate its effectiveness will the student be able to incorporate this type of media usage into their behavior. There are unlimited examples which could be given.

One university has tried to provide for this appropriate practice in media usage by developing a comprehensive Instructional Material Center for their student teachers and provide a variety of the most up-to-date materials and equipment for use during student teaching. The Instructional Material Center provides an opportunity for effective use of media in teaching.

The concept of appropriate practice as it is related to developing media competencies in pre-service teachers is very significant. If desired behaviors are not established during pre-service teacher education, it is increasingly difficult on an in-service basis as there is a tendency to continue to do things as they have been done in the past and behaviors which are well established are difficult to modify.

Many education departments require students to take at least a basic media course to introduce to them the basic concepts of selection, production and utilization of the various media including operation of media equipment. Each medium has its particular utilization characteristics, its advantages and its limitations, and at the present time it appears that the media course offers the best opportunity to explore these in sufficient depth to make them meaningful. Such a course should prepare teachers to advantageously utilize the media centers in the school in which they will teach.

Media courses should be taught by persons possessing maximum competency in this field. These courses should represent the best practices in media utilization and provide the types of media learning experiences which will demonstrate to students the value of media in planning learning experiences. If students are to teach as they have been taught, media courses should provide an excellent model for them.

The climax to most teacher education programs is the student teaching experience. It is generally agreed that the experiences of the student teaching have a profound effect on ultimate teaching behaviors. Activities, techniques and methods which they observed to have worked well during student teaching will probably be continued in their own classroom.

Opportunities should be provided in the laboratory setting of student teaching to practice the media competencies which are desired. Media resources must be available in the school or provided through the teacher education institution which will permit student teachers to practice the media utilization behaviors which are determined as being desirable. If there are media resources available to the student teacher and opportunity to use them, it is likely that the desired competencies will become a meaningful part of teaching behavior.

Colleges and universities and their teacher education departments must accept the responsibility for both their successes and their failures just as we are now saying that public school teachers must be held accountable. The successes of teacher education programs may not have as much impact on society as the failures. This concern requires continuous evaluation of teacher education programs and subsequent modification of learning experiences for individual students as is necessary. The ultimate goal for which we must strive is to prepare each teacher to utilize effectively all resources available in providing meaningful learning experiences for children.

*Position paper by Mr. Donald K. Moon, Director of Educational Media Services, Drake University

II. Evaluation Checklist

The checklist* used is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which the checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) and educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The profile obtained by plotting the responses on the profile sheet provides a visual image of the program and pictorially demonstrates the "peaks" and "valleys" of attainment for program elements. It establishes a graphic baseline valuable for establishing priorities and measuring progress.

There is neither intent nor justification for making comparisons between specific institutions.

*See Appendix

INSTITUTION NUMBER	INSTITUTION NAME	Institutional Educational Media Services				
		Commitment to Media Program	Commitment-Media Integral Part of Instruction	Commitment to Providing Facilities	Commitment to Media Finance	Commitment to Media Staffing
1	BRIARCLIFF	5	6	5	7	5
2	BUENA VISTA	4	2	9	5	3
3	CENTRAL	5	6	5	3	3
4	CLARKE	7	9	8	8	5
5	COE	5	6	6	8	5
6	CORNELL	7	7	3	4	7
7	DORDT	2	6	6	7	2
8	DUBUQUE	6	6	4	7	6
9	GRACELAND	8	8	7	8	7
10	GRINNELL	1	4	5	3	1
11	IOWA WESLEYAN	5	6	5	7	5
12	LORAS	2	4	5	4	6
13	LUTHER	5	6	7	7	5
14	MARYCREST	5	8	5	8	5
15	MORNINGSIDE	5	5	6	4	6
16	MOUNT MERCY	4	5	5	7	2
17	NORTHWESTERN	5	7	3	6	5
18	PARSONS	5	3	5	7	4
19	SAINT AMBROSE	1	3	2	2	3
20	SIMPSON	5	5	3	6	5
21	UPPER IOWA	5	9	9	8	5
22	WARTBURG	7	5	5	8	7
23	WESTMAR	1	1	2	1	1

SERVICES - CURRICULUM AND INSTRUCTION			EDUCATIONAL MEDIA CENTER							PHYSICAL FACILITIES		BUDGET FINANCE			STAFF		INSTITUTION NUMBER
Consultative Services for Media Utilization	Educational Preparation Programs	Faculty-Student Use of Media	Involvement of Media Staff Plans	Location Access, Educational Media	Dissemination of Media Information	Availability of Educational Media	Storage, Retrieval of Educational Media	Maintenance of Media	Production of Media	Existing Classrooms	New Classrooms	Reporting Financial Needs	Basis for Budget Allocations	Development of Media Budget	Educational Media Staff		
3	1	5	7	7	6	7	5	5	5	5	2	7	5	7	6	1	
6	3	4	2	5	3	6	6	9	3	5	7	4	5	5	6	2	
5	9	6	5	6	4	4	3	2	5	2	5	4	5	3	4	3	
5	8	8	6	8	7	8	6	8	5	8	8	8	8	5	7	4	
3	5	6	4	7	8	6	5	8	1	3	5	8	5	7	5	5	
6	5	5	7	7	8	5	9	7	2	1	1	4	4	4	7	6	
1	6	7	4	5	6	5	3	4	1	6	7	5	5	2	2	7	
3	6	5	3	7	8	8	5	5	2	3	3	5	6	7	4	8	
7	8	5	7	8	6	7	4	6	8	5	8	7	7	8	8	9	
1	2	5	2	4	2	3	2	2	2	2	5	5	5	2	1	10	
4	5	6	2	7	9	5	5	2	1	2	2	8	2	6	3	11	
5	5	6	4	5	5	2	5	5	4	3	5	5	2	4	3	12	
5	4	6	6	7	5	7	5	5	6	6	6	5	4	5	4	13	
5	5	5	5	8	8	5	3	2	5	5	5	5	5	8	2	14	
3	4	6	4	5	4	7	6	5	4	6	8	7	6	5	6	15	
5	8	6	4	7	8	3	4	5	2	6	5	6	5	5	6	16	
2	4	7	1	8	4	8	6	5	6	4	6	5	7	4	5	17	
1	3	4	1	4	2	1	1	3	2	5	6	6	5	4	3	18	
3	7	9	3	3	9	6	2	3	3	2	3	5	5	5	3	19	
3	5	6	3	5	4	5	5	3	3	3	3	5	5	3	5	20	
5	9	8	8	4	8	5	8	4	6	5	8	8	8	5	6	21	
4	8	5	5	6	5	7	7	4	5	5	7	5	5	5	7	22	
1	2	2	1	2	1	1	1	1	2	1	2	1	1	2	1	23	

III. Educational Media Inventory Sheet

This instrument, as well as the self-evaluation form, was developed by W. R. Fulton, University of Oklahoma, pursuant to a contract with U.S.O.E. It was modified slightly to facilitate use by Iowa colleges.

It must be stressed that this data is not comparative in nature. The quantitative information is not authoritative. The unique pattern of organization and services at each college makes comparison inappropriate. Information was recorded as obtained and made available by media and teacher education personnel. Imperfect communications and pressure of visitation agenda contributed little to verification or a guarantee of accuracy. Verbal discussion of these limitations was included on each agenda and it was suggested by the consultant that a valuable by-product of the survey might be the generation of dialog between colleges. This prophecy has materialized and several meetings for media personnel from Iowa colleges took place in 1970-71.

Pattern of Organization

1. Five (5) colleges had centralized campus media services located in a single center.
2. A majority (16) of the college libraries were primarily concerned with printed materials.
3. Eleven (11) institutions had separate campus audiovisual services.
4. Seven (7) teacher education departments had their own media center for audiovisual, printed, and curriculum materials.
5. Seven (7) departments had a curriculum laboratory.
6. Three departments had a teacher education audiovisual equipment center.

Facilities (General)

1. Several colleges had many classrooms not suited to utilization of new media. Light control, ventilation, permanent screens, and storage space were items of greatest need. Only one (1) college reported all classrooms equipped for viewing television.
2. The majority of campuses had learning carrels available to students. Ten schools had carrels wired for using new media. All colleges except four had learning laboratories with all or most of the stations equipped for the use intended.
3. The colleges varied in their ability to produce materials. A majority could produce photographs (13), overhead transparencies (21), illustrations (12), displays (16), lettering (14), audio tape recordings (15). Some could produce 2x2 slides and a few made filmstrips, television programs, and motion picture films.

Equipment and Materials

1. Colleges in general had a variety of basic audiovisual equipment although usually limited in quantity and accessibility. Most of the equipment was for group use. A general need existed for gear and materials for individual and small-group use.
2. Several campuses (6) did not provide access to still or motion picture photographic equipment but fifteen (15) owned portable closed circuit television equipment. Ten campuses had no classroom television receivers and only two college had more than four.
3. Three (3) campuses had equipment to make diazo transparencies but most could produce transparencies on copy machines. Mechanical letter devices were available on twelve (12) campuses. Eight (8) had access to a dry-mount press for mounting and laminating flat materials.

4. Departments generally had access to record players and tape recorders but only seven (7) had more than four highly portable battery-operated tape recorders. Three colleges (3) had audio tape duplicators.
5. Few colleges owned 16mm films. Only two (2) had as many as 100 films. Less than half (11) owned as many as 100 filmstrips. About the same number (12) had developed 2x2 slide and 10x10 overhead transparency collections. Fourteen (14) colleges had started to store video tape. Only three had over 10 tapes. Eleven (11) had collections of 100 or more disc recordings with four having over 1,000 discs. There were 16 audio tape collections. Six had one hundred or more tapes. Sixteen (16) colleges were making materials available on microfilm. Programmed instruction devices of some type were located on twelve (12) campuses.

Educational Media Center

1. Staff

Sixteen (16) colleges enjoyed the services of an educational media director. Six had doctorate degrees. Clerical assistance for media services was provided at ten (10) colleges. Five (5) had technical assistants. Fourteen (14) colleges used student assistants.

2. Media center special equipment and facilities

- a. One college produced and processed its own 16mm film. Three colleges (3) had still photographic studios. Twelve (12) had dark rooms and work areas. Seven (7) developed and processed their own film.
- b. Four (4) colleges had study carrels in the teacher

education department. Five (5) had their own electronic learning labs. Five (5) colleges had table-top viewers accompanied by sound. Twelve (12) used some 8mm film loops. Eleven (11) had some type of controlled reading devices.

- c. Thirteen (13) colleges had radio production facilities and all but one had broadcast capabilities.
- d. Ten (10) teacher education departments provided access for previewing projected materials. One department had a graphics laboratory. Four (4) had mechanical printing devices. Eight (8) had overhead transparency libraries.
- e. Fourteen (14) campuses had classrooms for teaching about educational media. Eleven (11) had educational media laboratories. Nine (9) had media repair shops. Twenty (20) had some form of curriculum library.

3. Educational media services and facilities

- a. On most campuses, teachers could secure equipment on long-term loan or could have equipment delivered on request. On over half of the campuses, materials were ordered for faculty members. Thirteen (13) colleges produced materials. Eleven (11) provided some type of repair and maintenance service. Fifteen (15) reported some type of consultative service to faculty members.
- b. Media services on nine (9) campuses prepared an annual report to the administration. Nine (9) also conducted in-service activities for faculty members. Ten (10) disseminated information concerning media to faculty members.

INSTITUTION NUMBER	INSTITUTION NAME	Total Enrollment	Teaching Certificates 1968-69	PATTERN OF ORGANIZATION								CLASSROOMS % EQUIPPED WITH:						
				Centralized All Media Service One Center	Campus Library Primarily Print Oriented	Separate Campus Media Center - Campus AV Serv.	Separate Tchr. Ed. Media Center (AV. Print, Curr. Mat.)	Separate Curr. Lab. - Tchr. Ed.	Separate Tchr. Ed. AV Center			Light Control for all Projected Media & TV	Ventilation and Temperature Control	Elect. Outlets Sufficient in Number & Location	Permanently Installed Screens	Display Facilities and Chalk Boards	Storage Cabinets, Files, Built-ins for Materials	Permanent TV Mounts with Coaxial Cable
1	BRIARCLIFF	1064	75		X	X		X	X		25	25	75	50	60	20	10	
2	BUENA VISTA	877	110	X							80	100	100	0	100	0	0	
3	CENTRAL	1240	120		X	X	X				50	14	80	8	50	15	3	
4	CLARKE	942	157		X	X	X	X			100	95	100	95	100	95	0	
5	COE	980	75	X							70	65	65	35	90	30	0	
6	CORNELL	950	60	X							20	75	50	10	100	10	0	
7	DORDT	870	105		X			X	X		85	85	100	50	85	50	0	
8	DUBUQUE	974	45		X	X	X				95	5	10	90	100	0	0	
9	GRACELAND	1274	99		X	X					90	13	93	55	97	37	0	
10	GRINNELL	1200	20		X			X			35	25	75	10	80	20	0	
11	IOWA WESLEYAN	829	87	X			X	X			10	66	44	4	97	34	0	
12	LORAS	1630	90		X	X	X				20	20	20	10	90	20	0	
13	LUTHER	2050	163	X		X					90	90	98	72	100	0	20	
14	MARYCREST	1100	95	X							100	100	100	85	50	10	100	
15	MORNINGSIDE	1300	100	X							100	50	75	100	85	25	0	
16	MOUNT MERCY	613	42		X		X		X		90	50	75	75	80	33	0	
17	NORTHWESTERN	700	111		X	X		X			100	0	80	60	80	20	0	
18	PARSONS	1400	130		X	X		X			75	75	75	50	75	60	0	
19	SAINT AMBROSE	1300	50		X		X				100	0	75	100	100	0	0	
20	SIMPSON	929	76		X	X		X			70	50	60	50	60	10	0	
21	UPPER IOWA	1035	125		X	X		X			90	90	100	25	100	10	0	
22	WARTBURG	1350	130	X	X						67	35	100	100	100	0	0	
23	WESTMAR	1117	117		X						100	0	50	75	100	50	0	

CARRELS (Campus)				Auditoriums	% EQUIPPED WITH:				MEDIA PRODUCTION FACILITIES										INSTITUTION NUMBER
Number of Learning Carrels	% Equipped for Educational Media	Learning Labs	% Equipped for Use Intended		Permanently Mounted Adj. Angle Screens	Light Control for Projected Media & TV	Elect. Outlets Sufficient in Number & Location	Permanent Mounts TV Receivers	Photographs	Slides	Filmstrips	Overhead Transparencies	Display and Exhibit	Lettering	16mm Sound Films	Recordings, Tape or Disc	Radio Programs	TV Programs	
60	0	1	100	1	0	0	0	0	X	X		X	X		X			1	
7	100	1	60	3	100	100	100	0					X		X			2	
		1	100	2	100	100	100	0	X			X	X	X			X	3	
2	100	1	100	4	100	100	100	0	X	X	X	X	X	X		X	X	4	
		1	80	3	0	100	100	0		X			X		X	X		5	
250	0	1	85	1	0	100	100	0				X			X	X		6	
66	0	1	100	2	100	100	100	0	X			X	X				X	7	
124	10	1	100	2	100	100	100	0		X		X	X	X		X	X	8	
20	100			1	100	100	100	0	X	X	X	X		X		X	X	9	
124	0			3	100	100	100	0				X	X		X	X		10	
194	8	1	62	2	100	100	100	0	X			X	X		X	X		11	
10	0			2	50	100	100	0				X		X	X	X	X	12	
475	0	1	100	1	100	100	100	0	X	X	X	X	X	X		X	X	13	
5	100								X	X		X	X		X	X	X	14	
60	10	1	100	1	100	100	100	0	X			X	X	X		X		15	
19	0	1	100	2	50	75	75	0				X	X				X	16	
		2	100	3	100	100	100	0	X			X	X		X			17	
		1	100	3	35	100	100	0				X		X			X	18	
		1	100									X		X		X	X	19	
60	25	1	100	4	75	75	75	0		X		X	X	X		X	X	20	
125	100	1	100	2	100	100	100	0	X	X	X	X	X	X	X	X	X	21	
		1	100	2	100	100	100	0	X	X		X		X	X	X		22	
1	100	1	100	1	100	100	100	0	X			X	X	X	X	X		23	

INSTITUTION NUMBER	INSTITUTION NAME	EQUIPMENT OWNED BY INSTITUTION (I) AND CONTROLLED BY MEDIA CENTER (MC)															
		16 MM Projectors		8 MM Projectors		Slide Projectors		Combination Slide-Filmstrip Projectors		Filmstrip Projectors		Sound-Slide Projectors		Sound-Filmstrip Projectors		Overhead Projectors	
		I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC
1	BRIARCLIFF	3	2	1		4	2	3	2							10	7
2	BUENA VISTA		4		1		2	1	1		2			1			5
3	CENTRAL	8		2		7		1		4				2		15	
4	CLARKE	9	8	2	2	5		13	12	1						20	15
5	COE	11	9	4		8	4	6	4							9	5
6	CORNELL	10	5			17	2	3	1	1	1					6	3
7	DORDT	3						4								10	
8	DUBUQUE		10		3		4		9		3				2		1
9	GRACELAND	6	6	7	7	5	5	3	3					4	2	12	12
10	GRINNELL	12		4		16	1	1		3	1					6	1
11	IOWA WESLEYAN		6	4	3	5	4		2	2	1				1		4
12	LORAS		6		2		4		2		1						9
13	LUTHER	10	7	6	1	13	5	7	4	4	1	1				3	2
14	MARYCREST		4		3		2		6		6			1	1		13
15	MORNINGSIDE		8				6		3				1				13
16	MOUNT MERCY	6	2					6	2							6	2
17	NORTHWESTERN		5		3		5				4						9
18	PARSONS		10				2		2		2						50
19	SAINT AMBROSE		2		2				2								2
20	SIMPSON	4	3	1		7	3		3							5	5
21	UPPER IOWA	8	6			3	3						1	1		8	4
22	WARTBURG	10	10	4	2	16	16	8	8							24	24
23	WESTMAR		2		2		2		2								3

EQUIPMENT (CONTINUED)																			INSTITUTION NUMBER
Opaque Projectors		Micro Projectors		Controlled Readers or Tachistoscopes		MOTION PICTURE CAMERAS				Polaroid Cameras		35 MM CAMERAS				Press Camera			
						16 MM		8 MM				General Purpose and Reflex		Special Adj. Copy Camera					
I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC		
	2			4									1					1	
	1				6													2	
3		1		5		1		2		1		2					2	3	
4	3	1		4	1	2	2			3		3		1				4	
	1					2		5	1	1	1	6	2	2				5	
3	2	3				1		1	1			4					2	6	
1		4																7	
															1			8	
2	1	1				2	2	1	1	1	1	3	1	1	1	4	4	9	
4		2				1		1		5		2				3		10	
			1			2	1	1				3				2		11	
	3		1						1	1			4					12	
3						4	3			1		1	1			7	2	13	
	1		1		1			1	1		1		4					14	
	4		1															15	
2	1	1																16	
	2				5													17	
	1		1		1		1				2							18	
	1																	19	
				2		1				1		2				1		20	
2	2			2		1				1		3						21	
2	2	2		2		2	2	2	2	1		4	2	1	1	1		22	
	1				1				1				1					23	

INSTITUTION NUMBER	INSTITUTION NAME	EQUIPMENT (CONTINUED)															
		CLOSED-CIRCUIT T-V						TRANSPARENCY MAKER						Mechanical Lettering		Laminating Dry-Mounting	
		Cameras		VTR'S		Classroom T-V Receivers		DIAZO		Thermal		Photocopy					
		I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC
1	BRIARCLIFF	1		1						1	1	1					
2	BUENA VISTA	1	1	1	1	4	4			1	1	1	1			1	1
3	CENTRAL	4		4		8				5		2				5	
4	CLARKE	9	3	9	3			1		5	4	5	4			1	
5	COE	4	4	3	3	4	4							1			
6	CORNELL	3	3	3	3					5		1					
7	DORDT													1			
8	DUBUQUE		3		2		1				1				1		
9	GRACELAND	2	2	3	3	2	2			2	1	4	1	4	3	2	2
10	GRINNELL					2		1		1	1	1	1				
11	IOWA WESLEYAN	1	1	1	1	1	1			1	1			1		1	1
12	LORAS		3		2		2		1		1		1		2		1
13	LUTHER	4	3	3	3	11	11			1	1	1		1			
14	MARYCREST		2		1		10				1	1				1	1
15	MORNINGSIDE	1		1							2		2	1			
16	MOUNT MERCY									2	1	2	1				
17	NORTHWESTERN		3		3						2		1				
18	PARSONS										2		3		1		
19	SAINT AMBROSE										1						
20	SIMPSON		1		1	2	1				2	2		1			
21	UPPER IOWA	2	1	2	1					2	2						
22	WARTBURG	1	1	1	1	2	2			3	3	2	1	1		1	1
23	WESTMAR		1		1	2					1				1		

EQUIPMENT (CONTINUED)																				INSTITUTION NUMBER																	
SCREENS				Projection Stand, Tables,	Carts	Record Players	TAPE RECORDERS						Tape Duplicators	Teaching Machines	Portable P.A.																						
TRI PODS							I	MC	I	MC	I	MC				I	MC	I	MC																		
70 X 70		Smaller Than 70X70																			I	MC	I	MC	I	MC	I	MC	I	MC							
																															I	MC	I	MC	I	MC	I
																				I																	
			1	9	6	10	4		1	10	2							3	1																		
	3		3		3		5		1		4								2																		
6		1		8		14		10		23		2		16		4			3																		
4	4	45	45			17	7	19	17	27	18			1	1				4																		
8	3	15	9	8	13		4	16	8	9	3					3	2		5																		
7	3	8	2	18	14	26	9			12	2			2					6																		
8		1		7		13				19						3			7																		
	12		5		16		8		4		7							1	8																		
3	3	1	1	7	7			4	4	16	12					2	2		9																		
1	1	8						6		24	1								10																		
	1		3	13	10	9	8		2		7					2	1		11																		
	3		2		12		3				6				2			5	12																		
2	2	8	2	60	13	7	3	2	1	15	4	1				1	1		13																		
	1		17		8	15	7		2		9							1	14																		
1	2	1			5		9		2		7			1					15																		
	1		1	22	10	7	2			7	3								16																		
	3		5		1		5		2		7								17																		
	25		25		30		4		2		25							3	18																		
											2								19																		
	3		2	5	2			3	1	10	3			1		2			20																		
				6	6	9	2	3	2	6	2	1				2			21																		
				30	30			6	2	38	30					2			22																		
6	6	6	6		9		4		4						1	1			23																		

INSTITUTION NUMBER	INSTITUTION NAME	MATERIALS (TEACHER EDUCATION) OWNED BY THE INSTITUTION (I) AND CONTROLLED BY MEDIA CENTER (MC)											
		16 MM Films		Filmstrips	2 X 2 Slides		10 X 10 Transparencies		Study Prints		Teaching Kits		
		I	MC	I	MC	I	MC	I	MC	I	MC	I	MC
1	BRIARCLIFF				X		X		X	X			
2	BUENA VISTA				X		X		X				
3	CENTRAL			X		X		X		X		X	
4	CLARKE	100	100	X	X	X		X		X			
5	COE		6		X	X	X	X	X	X	X		
6	CORNELL	1		X	X	X		X	X	X			
7	DORDT		4		X		X		X		X		X
8	DUBUQUE				X		X		X				X
9	GRACELAND			X	X	X	X						
10	GRINNELL				X								X
11	IOWA WESLEYAN		3		X		X		X		X		
12	LORAS		18		X				X				
13	LUTHER			X		X				X			
14	MARYCREST	103	103		X		X		X				X
15	MORNINGSIDE		13		X			X				X	
16	MOUNT MERCY			X	X	X		X			X		
17	NORTHWESTERN				X	X					X		
18	PARSONS												
19	SAINT AMBROSE				X				X		X		
20	SIMPSON				X				X				X
21	UPPER IOWA			X	X			X	X	X		X	X
22	WARTBURG												
23	WESTMAR				X				X				

MATERIALS (CONTINUED)												STAFF						INSTITUTION NUMBER		
RECORDINGS						Micro Film	Programmed Instruction	Maps, Globes Models	Educational Media Director	Doctorate	Clerical Assistant	Student Clerical Assistant	Technical Assistant	Student Technical Assistant	Other Specialist					
Video Tape	Disc Records	Audio Tapes	I	MC	MC											I	MC		I	MC
	6		15		6	X		X		X	X	X			X					1
					15		X			X	X	X	X	X		X				2
60		50		68		X		X		X				X			X	X		3
X		402			100	X		X		X		X	X	X	X	X	X	X		4
	69	2000	500	1000	20		X			X				X		X	X	X	X	5
		4000	2500	200	20	X				X		X		X	X					6
			1100		480		X		X	X	X									7
	1		2200		143				X			X	X	X	X			X		8
6	6	46	46	15	15							X	X	X	X					9
	4					X														10
	7		795		57		X					X			X			X		11
	5		100		20			X			X	X			X					12
10		2735		80		X				X		X		X	X			X		13
	17	1465	596		312				X		X	X		X	X					14
6				2				X		X		X		X	X	X	X	X	X	15
		200	200	21	20		X		X	X	X	X								16
	6						X													17
															X	X	X			18
			100			X					X	X		X						19
5		X		X		X		X	X	X		X	X					X		20
						X		X		X					X			X		21
												X	X		X					22
					12		X		X		X	X								23

INSTITUTION NUMBER	INSTITUTION NAME	PHOTOGRAPHIC SERVICES										INDEPENDENT STUDY				
		Motion Picture Production and Processing	Still Photo Studio	Dark Rooms and Work Areas	Printing, Drying, Trimming, Mounting	Copy Room	Filmstrip and Slide Projection	Microfilm Copy Area	Processing Color and Black and White	Air-Conditioned Photographic Facilities	Office Space for Production	Study Carrels	System for Individualized Learning	Table-Top Viewers with Sound	Programmed Instruction	Single-Concept Films
1	BRIARCLIFF															
2	BUENA VISTA										X	X	X		X	X
3	CENTRAL			X	X	X		X	X		X	X		X	X	X
4	CLARKE			X	X	X		X	X	X			X	X	X	X
5	COE			X					X	X					X	X
6	CORNELL		X	X	X	X			X	X	X					
7	DORDT															
8	DUBUQUE						X						X		X	
9	GRACELAND	X	X	X	X	X	X	X	X	X			X		X	X
10	GRINNELL			X	X											
11	IOWA WESLEYAN														X	
12	LORAS															
13	LUTHER			X	X	X			X		X	X		X	X	
14	MARYCREST		X	X	X	X	X				X	X	X	X	X	X
15	MORNINGSIDE			X	X			X	X		X					X
16	MOUNT MERCY															
17	NORTHWESTERN														X	X
18	PARSONS															
19	SAINT AMBROSE															
20	SIMPSON			X	X	X									X	X
21	UPPER IOWA			X	X		X		X		X	X			X	X
22	WARTBURG															
23	WESTMAR			X	X											X

INSTITUTION NUMBER	MEDIA CENTER						
	Center Used By Students	More Requests Than Available	Center Personnel Serve Students and Faculty	At Other Hours	On Non-School Days		
1	X	X	X				
2	X		X	X	X		
3	X		X	X	X		
4	X	X	X	X	X		
5	X	X			X		
6	X	X	X	X	X		
7			X		X		
8	X	X					
9	X	X					
10	X	X					
11	X	X					
12	X	X					
13	X	X					
14	X	X					
15	X	X					
16	X	X					
17	X	X					
18	X	X					
19	X	X					
20	X	X					
21	X	X					
22	X	X					
23	X	X					

INSTITUTION NUMBER	INSTITUTION NAME	TEACHER EDUCATION STUDENT FACILITY		Materials for Instruction without Charge	Equipment on Long-Term Loan	Delivery on Request	Materials Ordered for Faculty	Local Production of Materials	Maintenance and Repair Service	Consultative Service	Preview for Faculty	Preview for Students	Radio Studio on or Near Campus	T-V Studio on or Near Campus	Annual Report to Administration	In-Service	Dissemination of Media Information
		Within Center	Within College of Education														
1	BRIARCLIFF	X		X	X	X	X	X			X	X			X		X
2	BUENA VISTA			X	X	X	X		X	X	X	X			X		
3	CENTRAL		X	X	X	X	X			X	X	X	X				
4	CLARKE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5	COE	X		X	X	X	X		X		X	X	X			X	X
6	CORNELL		X	X	X	X	X	X	X	X	X		X				X
7	DORDT												X				
8	DUBUQUE	X	X	X	X	X	X	X			X	X	X		X		
9	GRACELAND			X	X	X	X	X		X			X				X
10	GRINNELL												X				
11	IOWA WESLEYAN	X	X	X	X	X	X				X	X	X				
12	LORAS			X	X		X	X	X	X			X		X		X
13	LUTHER	X		X	X	X	X	X	X	X	X	X	X				X
14	MARYCREST	X	X	X	X	X		X	X	X	X	X	X		X	X	X
15	MORNINGSIDE	X	X	X	X	X	X	X	X	X	X	X				X	
16	MOUNT MERCY		X	X	X					X	X		X			X	X
17	NORTHWESTERN		X	X	X	X		X		X	X	X					
18	PARSONS			X	X				X		X		X		X		
19	SAINT AMBROSE	X	X	X				X		X	X		X	X		X	
20	SIMPSON		X	X	X	X				X	X	X			X	X	X
21	UPPER IOWA	X	X		X	X	X	X	X	X	X	X	X		X	X	X
22	WARTBURG	X	X	X	X	X		X	X	X	X	X	X				
23	WESTMAR		X	X							X	X				X	

IV. Educational Media Program

Program descriptions in this survey have either been submitted by each college and edited by the consultant or represent a brief summary compiled from notes of the visit. In either case, there is no relationship between the length of the description and the scope of the media program. In certain cases, significant change or improvements were being planned or in progress at the time of the survey.

Briarcliff College

Aspirations are to fulfill criteria for a satisfactory media program as experience, time and budget are acquired. Favorable faculty relationships have been established. Increased assistance in the educational preparation program is an area of perceived need.

The teacher education curriculum materials and audiovisual materials are in separate rooms. A curriculum lab classroom is provided. The media center is in the process of being developed. Equipment has been ordered. The center is engaged in simple production. Reference materials and catalogs have been assembled. The Instructional Media Center opened in the fall of 1969. It is staffed by a professional working less than full-time and two work-study assistants who assist in distribution and phases of production work.

The department is making use of C.C.T.V. in micro-teaching situations. Non-print materials are limited. Teacher education equipment is kept separate from campus equipment. The college depends upon the gym for auditorium activities.

Buena Vista College

Media services are provided from one educational media center – the college library. Media production services are not highly developed. Projection equipment is available but in limited quantity. Collections of filmstrips and overhead transparency masters have been established and an audio tape library is being developed. Several wired carrels are available. Great potential exists for organizing centralized and coordinated campus media services, particularly if such commitment was planned in conjunction with a new building.

Central College

The media center for teacher education is located in or near the Curriculum Materials Center, adjacent to the Education offices on the lower level of the library, and doubles as a classroom and work area. Placed here are some 5,000 library books used in teacher education exclusive of the Dewey 300-400 classifications and personal libraries of the staff. The Reading Laboratory is located on campus in the Health Center a block from the library. These centers function outside of the other educational media on campus.

The Reading Laboratory is equipped with a number of reading improvement devices and kits. Carrels are used for projection and study.

Laboratory hours are set up to schedule students in the course Educational Media for operating the machines and preparing visuals. Students become acquainted with their selected media before demonstrating to the class and setting up standards of performance to be used as check lists. Opportunity for development of visuals is given during the day.

Many teaching materials are found in the Curriculum Materials Center. The few college owned 16mm sound films are those purchased for specific teaching purposes for students in elementary education. The filmstrips have equal purpose although many are for a wide range of reading levels in the Reading Laboratory which serves some elementary and high school students as well as college students. Kits, Geoboards, games in the CMC as well as planetarium globes are related to natural sciences. The Language Master is useful in many curriculum areas but particularly in Language Arts. Programmed texts relate to the reading and mathematics field. The permanent video tapes are samplings of student teaching, peer group or micro-teaching. Tape recordings are samplings of public school students' creative work, tapes of guest lecturers and some programmed work. Magnetic, flannel and chalk boards are located in this center.

The Educational Media Center is staffed by the teacher of the Educational Media course. Studio VIII, permanently equipped for video taping, is under the supervision of the Secondary Education Chairman. He has had experience with electronics and school

administration. The Elementary Education secretary, who has experiential background in operation and production with machines, along with twelve work-study assistants, complete the staff in the teacher education center.

Estimate for annual departmental budget is made by the chairmen of the Elementary and Secondary Education Departments, both of whom request according to staff demands. Most of the equipment has been purchased with federal grants, one providing \$9,000 of additional materials and equipment.

Portable video units as well as permanent installations are available to students and faculty alike. Student teachers in peer group, micro or student teaching situations are filmed and later critiqued by involved staff with participating students. The production and reproduction services of the center are open to students and staff.

Although basically used by education staff and students, reproduction services not available to others elsewhere on campus are often supplied upon request. Student teachers may request production or reproduction services that will enhance the job they are doing.

The goals of the Educational Media courses are to help students become familiar with 1) the scope of educational media, 2) the role it plays in the educational program, 3) criteria for selection, use and care of the media, 4) advantages and limitations of the media, 5) use of multi-media, 6) sources of materials both purchased and cost free, 7) use, operation of machines and construction of materials, 8) teaching technique by demonstration with media.

Clarke College

Clarke College regards the use of educational media as an integral part of curriculum and instruction, and believes that educational media are enhanced in value when they are readily available in the vicinity where they will be most used. Accordingly, audio-visual equipment is accessible in all classroom areas. Where instructors indicate need for special or additional equipment,

provision is made for placement of requested materials in the classroom or in a mobile unit which can be readily transported to several classrooms.

In order to insure maximum use of equipment with a minimum expenditure of time, effort, and inconvenience, sub-centers are maintained on each floor of the classroom buildings. In these centers, each piece of equipment is placed on a movable cart, table or cabinet and so arranged as to require the least possible amount of time in securing and setting up equipment. Sign out sheets are maintained in each center. In this way, all faculty members have easy access to appropriate educational media for all learning situations.

An Educational Media Library is maintained where films, filmstrips, tapes, current catalogues, and special materials are available for loan to members of the Clarke community.

Records, filmstrips, and visual tapes, slides, models and other materials are also available for use in the sub-centers.

Coe College

The use of modern technology and collections that encompass all media (books and non-books) will be the means whereby the library will continue to relate to the learning needs of every student. In the last few years, the Coe library has progressed rapidly. A Ford Foundation grant greatly strengthened the book collections. Extensive interior renovation of the building has made it extremely functional and quite modern.

An audiovisual service, started in 1968, represents a modest but significant start towards a multi-media library. Not only have services been added and expanded, but all aspects of the library program have been reviewed and where appropriate, modified or altered as rapidly as is possible while still maintaining and improving the quality of service. A real challenge is anticipated as the Coe faculty continues to change its approach to classroom instruction. As prescriptive group learning is modified to become individual learning, only a library offering an active, comprehensive book collection, quick access to research collections, materials and services for video, films, tapes,

slides, and the technology to rapidly and efficiently serve such a college community can be justified.

The most evident change in the library has been in the audiovisual department. Requests for services have grown. Most of the faculty use audiovisual materials in their courses. The teacher education department uses the equipment to demonstrate and apply good teaching techniques. Practice teaching sessions are video taped and played back for analysis and discussion.

An application of technology is the teletype hookup with the ACM periodicals bank in Chicago which can supply photocopies of specific articles needed by a student or a professor or an entire class. Coe wishes to tap all possibilities of the communication arts.

Cornell College

The Audiovisual Service, although not an integral part of the Library itself, is housed in the central campus library. The AV director, although not a librarian, is on the library staff. The Curriculum Library, for the use of students in teacher education, is also located in the main library. Both the Audiovisual Service and the Curriculum Library are in the first stages of redevelopment and reorganization.

The equipment available for use consists of 16mm sound projectors, slide and filmstrip projectors, opaque and overhead projectors, record players, tape recorders, television receivers, and video tape equipment. Provisions for individualized learning are limited – a language lab under control of the Language Department and a listening room for the use of those students in Humanities Music courses. Some use has been made of the VTR equipment in individualized instruction.

All software is maintained by the individual departments. Films and such are rented, by AV, from various distributors upon the instructors' request. The Curriculum Library is at present limited to the standard printed materials.

The director of the Audiovisual Service is a professional – MS in Education (Instructional Materials). A half-time non-professional is in charge of the record collection and assistance from the other professional members of the library staff is also available.

The services offered at this time are limited to the equipment that is available. The main activities consist of film selection and ordering, transparency production, and video tape production. There is a good working relationship between faculty and AV in the planning of media usage in the classroom. Media usage is on the rise and becoming an integral part of the classroom environment.

The use of the video tape equipment for micro-teaching is increasing. Films and transparencies are in great demand as aids. As more equipment and a larger budget is made available, the use of media will increase.

Dordt College

The college library and teacher education curriculum laboratory provide traditional services and are primarily print-oriented. The education department is actively engaged in development of an audio-visual center. Elements of the media program under consideration include: separate courses in audiovisual instruction, self-instruction programs, video taping, and materials production services.

Graceland College

The campus media center moved into new facilities in 1970, facilitating expansion and improvement of an existing variety of services. The program enjoys a director and rapid progress is being made towards providing rather comprehensive services.

Photographic services are highly developed and some unusual and exciting work has taken place with motion pictures and learning materials. With continuing administrative support, the leadership of media personnel should have exceptional impact on the academic program.

Grinnell College

Audiovisual equipment and materials are highly decentralized. Each department has its own. The college library has great potential for utilization of newer media. Small rooms are available which provide privacy and are equipped with electrical outlets. Seminar rooms are available and a rather large projection room serves classes. It is designed with a projection room at the rear containing basic projection equipment.

There are many dry carrels. A unique feature is that they may be reserved to serve as a home base for students engaged in a research project. There are 124 carrels and 20 tables with chairs.

The microfilm area includes the New York Times and the Des Moines Register going back to the 1879's. There are 2500-3000 disc records in the collection and three listening rooms with playback units. The music department has an audio tape collection. There are few filmstrips in the library.

The fine arts department has perhaps the largest collection of equipment. The language department has its own lab. An unusually large and well-cataloged slide collection has been developed in the art department. They do some unusual work in copying and preparing slides. Closed circuit television is used extensively in the speech department.

An excellent inventory of equipment is kept by the business office. The total resources available are quite impressive. A great potential exists for eliminating duplication and providing a high level of service to all departments with a minimum of capital expenditures.

Iowa Wesleyan College

The campus provides a fine example of teacher education facilities included in a new campus library building. The teacher education department occupies the lower floor and is complete with classrooms, offices, and media center, and curriculum laboratory. A rather unique learning laboratory has been developed adjoining the

audiovisual materials collection. A high degree of flexibility and individualization has been obtained while maintaining a high degree of control and supervision over equipment and materials. All materials are cataloged and made quickly available. The organization of total resources for maximum accessibility and efficient and effective student and teacher use provides an exemplary model applicable to many educational units.

Loras College

The concern of educational media in today's world coincides with the purpose of Loras College.

The College seeks to assist the student in a fourfold development:

- A. Intellectual development in knowledge, creative thinking, and independent learning.
- B. Personal development of goals and values.
- C. Social development establishing interpersonal relationships, and an awareness of and a commitment to social needs.
- D. Spiritual development in formulating an intellectual basis for Christian faith and in the personal and spiritual development of values and motivations.

With this philosophy in mind, the faculty has begun to use educational media as a tool to enrich the student's environment. New avenues of discovery are being opened by the key of educational media. The students are using the different types of media in their work. They have become aware of the many ways man can communicate and they will be able to better communicate to others their personal philosophy and values.

The media center is located in the Education Department but is used by all departments of the college. It has an equipment room, and a curriculum library is situated one floor above the center. Basic audiovisual equipment includes ½-inch C.C.T.V., a dry mount press,

and a diazo transparency maker but no provision for individualized learning. Curriculum materials are available in most disciplines but primarily in the social studies and languages. Emphasis is at the secondary level. Attempts are being made to up-date materials to reflect current developments in teaching. The experienced director relies upon student assistants. Faculty use has been encouraging and student use is being cultivated. The center is now open to anyone who desires assistance in the production of materials.

An elective two-hour audiovisual course is offered as an elective to any junior or senior. The content of the course considers the psychological basis for educational media, defines terms, presents rules for correct usage, surveys standard equipment and materials, and gives practical training in the operation of the available machinery.

Luther College

Instructional media constitutes a primary dimension of Luther College's teacher education program. An audio visual course has been a part of the secondary teacher preparation over the years, while such instruction was integrated into the elementary major's general methods course. Proposed changes will move Luther away from a separate course approach of media instruction, but the content and skills involved in such a course will continue to figure prominently in the teacher education curriculum.

Basic to this new program is an attempt to develop individualized instruction through the use of learning packets. Small (four to six) teams of students from the same subject area will study these packets which will consist of suggested activities leading to objectives in the area of teacher behaviors. A sizable number of the packets will involve instructional media. It is hoped such an approach will allow greater student appreciation and individualization of the teacher education program at Luther.

The education department at Luther has enjoyed fine cooperation from both the college instructional materials center and the library. The campus-wide materials center has TV facilities which have been used in teacher preparation and will be much more

extensively employed to support a major effort in micro-teaching. The materials center also has been most cooperative and efficient in the production of AV materials for use in educational classes and by students during student teaching.

The college library has complimented the media center's support for teacher education. Housed in a mammoth new facility the library is beginning to realize its potential as a central hub of the campus. The teacher education program's audio visual laboratory is in the library and will continue to reside there. This lab will be equipped with nearly all the machines one might expect to find in the typical high school. It will serve as a largely individualized instructional center where prospective teachers can learn to operate and utilize the various pieces of equipment they will find in their future schools. The library is also the location of the curriculum materials center which is in the process of being up-graded.

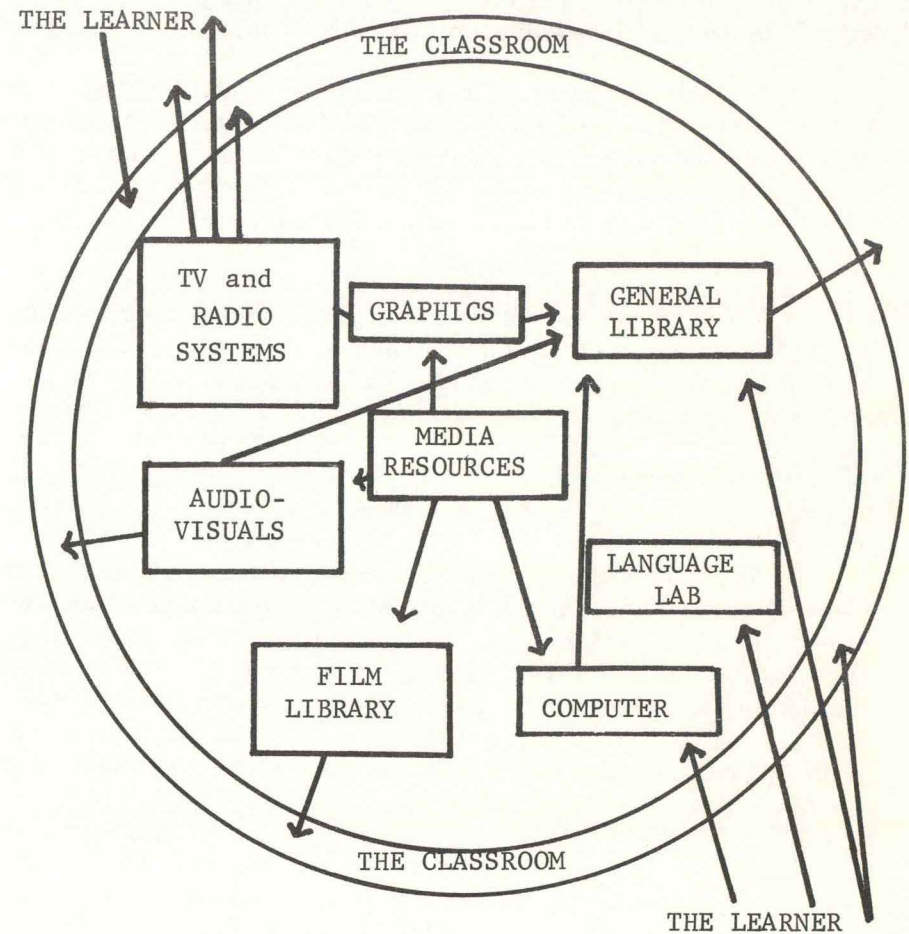
Luther College does not have a perfected instructional media program for prospective teachers at this time, but major improvements hold great promise. The new library facility and the close cooperation between media center personnel, librarians and the teacher educators both point in this direction. The coupling of these developments with the modified curriculum approach design to break the old course pattern all suggest that instructional media will be an important part of a steadily improving teacher education program.

Marycrest College

The main library and the educational materials center at Marycrest have been operating as a multi-media resource center for over ten years. Great potential exists for maximum media contribution as the faculty and administration increasingly recognize the concept of multi-media integration to serve the teacher and learner. The scarcity of software materials for multi-media presentations at the college level and the successful integration of media with teaching appear to be two areas of need.

The director has developed objectives for the media program and a graphic model illustrating integration of media resources on campus.

1. To continue to encourage the acting and permanent academic deans and the faculty members of the educational policies committee to keep considering the place of media in the teaching-learning process.
2. As a multi-media resource center, to be at the service of the learner by making the teaching program and the learning resource center tools for his development.
3. To acquaint the faculty members with the total picture of the communications resource center and the part the faculty members play in making it a success.
4. To continue to make the library the hub of this information center where software materials are centrally cataloged.
5. To encourage the independent study concept.
6. To plan for the equipping of study carrels with dial access or similar retrieval equipment.
7. To try indirectly to change attitudes of the faculty toward the climate of learning and the place of multi-media in shaping that climate.



MARYCREST COLLEGE

MULTI - MEDIA INTEGRATION

(Graphic model illustrating Multi-Media Integration on right hand side of page)

Morningside College

Morningside College is in the process of developing a broader concept for using educational media in the teaching of undergraduate and graduate students at the college. A much greater emphasis is being placed on the use of media. The Media Center has been re-organized in order to provide pick-up and delivery service of audio-visual equipment, along with students to operate the equipment if necessary.

Morningside College has a limited inventory of basic audiovisual equipment. The Foreign Language Department has an extensive language laboratory. The Department of Education has acquired a video-tape recording unit and uses it extensively. Recent proposals have been made to obtain more equipment.

An example of individualized learning currently in use concerns activities coordinated through the Educational Development Center, which provides tutoring services for students who are having difficulty. There is also a program for the improvement of reading for all who wish it.

The College maintains a curriculum library in the lower level of the College library, containing materials for all grade levels. Recordings and films are also centrally housed in the Library collection, although some materials are kept in the departments because of heavy use there. Each department budgets funds for rental of such materials as films, recordings, etc.

The Media Center is directed by a professional teacher and librarian. He is assisted by a full-time library assistant and several students on work-study. He coordinates the activity of the center, while his assistants do most of the delivering of equipment, checking in and out, and operate the equipment for teachers on request. The student help amounts to about 40 hours per week.

Budgeting for audio-visual equipment and supplies is done primarily by departments, with the principal amount coming from the Library budget.

Utilization of the Media Center is improving. Faculty response has been gratifying and a number of professors are utilizing the overhead, slides, video-tape, and other media.

Printed materials are duplicated in the Communication Center and in the Print Shop on a "will-call" basis, and most of the instructors avail themselves of the excellent service. Most of the instructors have at least part-time secretarial help for the production of printed materials. There is no provision for the production of slides, transparencies, etc., although instructors help each other with these when asked, and those who teach the audio-visual course are especially helpful.

Two courses in educational media are currently offered. They are:

Ed. 325 – Methods of Using Audio-visual aids-- 3 semester hours-- required of all Library majors and minors, and an elective for education students. The catalog description states: "The selection and use of the various audio-visual aids and materials to instruction. Consideration will be given to the criteria for selecting and the principles for properly using each of the visual and auditory devices." Primary emphasis is on the use of machines, theory of use and production of materials.

Art 306 – Photography --2 semester hours--Broad survey of photographic art and technique, covering materials, processes, and history of photography. Studio and darkroom work is an integral part of this courses. (A New Course.) Elective

Teacher education students are likely to see the most utilization of media in their education courses. Education department members make wide use of films, the overhead projector, demonstrations by students on teaching techniques, and the video-tape recorder. All students in Methods classes are video-taped while presenting a lesson and go over these recordings with the college teacher. Many student teachers are also video-taped at their schools. Other devices are used and opportunity is given for "Hands-on" activities so that students learn to operate the equipment.

Mount Mercy College

It is the philosophy at Mount Mercy College that, no matter how competent an instructor may be, the wise use of appropriate and varied materials will increase his or her effectiveness in the classroom. The college is striving to increase the equipment and facilities so that the college faculty, as well as students, will have the opportunity to implement some of the newer media in teaching-learning experiences.

The media center for teacher education is a library – audiovisual area. Dry carrels are available. There is a listening room equipped with a record player and tape recorder. Other basic audiovisual equipment is available. The collection includes print materials for all the curriculum areas taught in the college and disc recordings particularly for language, literature, and social studies. There are a few tapes and filmstrips.

The new language laboratory and a small curriculum library are located in another building. The latter has sample textbooks for different grade levels, a file of thermal transparency and duplicating masters for elementary and secondary levels.

The college media personnel include two full-time librarians, a part-time librarian, and a part-time media instructor/coordinator, as well as clerical and student help.

Budgeting procedure is in the process of reorganization. The college has been participating in a federal program for matching funds in the acquisition of print materials yearly. The administration has been allocating several thousand dollars each year to the purchase of new audiovisual equipment.

The faculty and students use media equipment and materials on a sign-out basis. At the present time, faculty and students make their own materials on the college equipment and request assistance when needed from the media instructor/coordinator.

Northwestern College

Education media make at least two contributions to the teaching-learning process. First, a variety of media provide several channels of communication, thus enabling the learner to experience, in a variety of ways, more aspects of the concepts to be learned. Secondly, educational media facilitate independent learning experiences for the student. Filmstrips, recordings, printed materials offer the student certain types of experiences, leaving the teacher free to use procedures in situations which need personal interaction.

The media center for teacher education may be reorganized. Media services at Northwestern are cared for by three centers:

1. The library handles primarily printed material.
2. The education laboratory contains a variety of audio-visual material and media suitable for instruction on the grade school level. This includes material for students to use in developing their own media for class assignments and student teaching.
3. The Audio Visual Center handles audio visual equipment, filmstrips, and recordings owned by the college. These are used by college faculty and students in teacher education.

Northwestern has basic audiovisual equipment including video tape recorders and reading pacers. Many filmstrips, slides, and transparencies are available. Materials in the educational laboratory relate mainly to the elementary school.

The curriculum laboratory and the audiovisual center are each under the direction of faculty members assisted by students.

Students use the resources of the education laboratory extensively in preparing projects for class assignments and student teaching. The use of the audio visual center by the faculty has increased considerably the last few years.

Northwestern has one course in audio visual materials offered to all students who are library science majors. There are five courses in library science. At least three of these include multi-media.

University of Dubuque

The University of Dubuque has a department of Audiovisual Services. In addition, campus radio is under the Speech Department and the Foreign Language Departments have their audio laboratory. The Education Department has a separate Curriculum Laboratory. Housed here is the leased E.B.F. library of filmstrips, records, and single concept films. They have a daytime librarian. Under the direction of Education is a tele-lecture facility installed for two rooms.

Audiovisual Services has a part-time director and a half-time secretary. It employs student projectionists and students to cover the circulation desk.

These Services are provided:

1. Classroom service on audio and video materials. All materials are purchased or rented by the central office. The professor submits his order and the department takes all further responsibility, except that the professor may be asked to turn a machine on and off.
2. Individualized instruction. The Instructional Center is open nine hours a day, five days each week, for students who have listening or viewing assignments.
3. Production. This is limited to a 2x2 slides, thermofax transparencies, audio tapes, and video tapes.
4. Machine skills. All persons enrolled in education methods courses are required to go through the self-instruction programs for 16mm projectors, filmstrip projectors, and tape recorders.
5. Ed. 132, Audiovisual Materials and Techniques, is an elective course taught once each year by the director. The class is predominately composed of education students.

6. Videotape. One room has been set aside as a videotape studio. Videotape is used for remedial purposes and for micro-teaching.

Parsons College

The audiovisual program is rather decentralized. A central inventory is maintained for equipment in the campus media center. An equipment repair and maintenance area has been developed. The centralized printing department is a very efficient operation using a variety of equipment and providing a number of formats and styles.

The separate campus library maintains a print-oriented curriculum collection. Older buildings on campus have been imaginatively remodeled and decorated to modernize the facilities.

Saint Ambrose College

The media center for teacher education is a separate unit, housed within the education department, and includes the curriculum library. Basic audio-visual equipment is available although limited in quantity. Some devices for individual viewing and listening are provided. A variety of materials are available for all grade levels. Production of materials is limited to those made on the copy and duplicating machines.

The director of elementary education is in charge of the curriculum library. All education students have free access to the curriculum library and others are welcome on request.

The director of the media center teaches the basic audiovisual course. It is required of all educational majors. A new summer course is aimed for teachers in the field.

A proposal has been made to establish a campus educational resource center.

Simpson College

The audiovisual service center is operated mainly as a service function to support the instructional program of the college. The service is restricted to providing the equipment and student operators

for faculty members. The service has been offered as an auxiliary function of the teacher education department. Effort is being made to keep current with the development of new media and to implement new approaches as they prove beneficial to teaching and learning. Attention is being directed toward the best means for coordinating the educational media program with the program development of the college.

Basic audiovisual equipment is available at the center. In addition each department has its own equipment and materials with a budget for purchase and rental. Few materials are provided through the center. The teacher education department has filmstrips for its own use.

The chairman of the teacher education department coordinates the center service. Student assistants are trained to carry out the service function. Faculty utilize the center by requesting equipment and student operators. Students deliver the equipment, operate it when requested, and return it. Students may also check out equipment from the center. The production of materials is largely restricted to thermal-produced transparencies and audio tapes. Faculty members are responsible for ordering their own films, filmstrips, and other materials. Assistance is provided by the service center in the selection of materials and secretarial assistance is provided for placing orders.

Instruction in media is included in the various courses in methods of teaching.

Upper Iowa College

The philosophy concerning educational media is for students to acquire information in both audiovisual courses and library services. The library department works in cooperation with the audiovisual department and the students who are interested in educational media are given special projects combining the two areas.

The media center for teacher education is part of the central campus library, although training with the audiovisual equipment is a cooperative effort between the library and audiovisual staff. In

addition to basic equipment, students have access to a video tape recorder for self-evaluative activities.

Materials are available at different grade levels and in most curriculum areas. Much information is available concerning teaching techniques and new developments in education. More and more students and faculty are using media. As faculty members anticipate use of a device, they send students to the center to learn how to operate it. Students make their own audio tapes. The library has a duplicator, listening booths, and listening rooms.

The basic three hour audiovisual course is required of all students in education and library science.

Wartburg College

Available audio and visual technologies offer a potential for improving teaching and learning. The realization of this potential depends upon the nature of the media, the intelligent selection and use of media systems. The successful teaching of audiovisual methods requires not only a course of instruction and individual laboratory experiences, but also a successful learning experience in an all-campus media-competent community.

The media center has always been a part-time facility in shared quarters, under the supervision of a part-time director and with a separate budget. The center has always shared equipment with other classrooms and departments. The equipment inventory has improved steadily and at an accelerated pace over the years keeping pace with the media utilization in many departments. Basic and conventional equipment is available including video taping gear. All teaching stations have screens.

All instructional materials are purchased through budgets of either teaching departments or the library. The media director assists in selection of media but does not provide a comprehensive materials service. The center relies heavily on student assistance. The center serves primarily teacher education students. General use is encouraged but limited by availability of the director and space. Within these limits the center assists in production of video tape

recordings, 16mm films, overhead transparencies, and non-projected materials. Due to space restrictions, much of this service is decentralized and operated by others under the supervision of the media director.

Utilization of educational media is emphasized in the methods courses and the media course is open to all upper classmen.

Westmar College

Campus audiovisual needs are under the supervision of the Director of Services. Most of the equipment is located in the teacher education department. Each department has its own equipment. The potential exists for improving services to many departments by centralizing certain equipment and production services.

The teacher education department has a fairly large room that has been used for general audiovisual use and storage of equipment as well as a classroom for the educational media course and also for the student work area. Much equipment has been added. The curriculum collection is located in the main library.

V. Random Examples of Media Activities

1. New media highly visible in central campus library.
2. Television video-taping studio.
3. Reading laboratory as integral part of teacher education department.
4. Required educational media courses for education major or specified media performance goals included in methods classes.
5. Satellite media centers with media stored and circulated at points of maximum utilization.
6. Utilization of simulation and gaming experiences.
7. Cooperative arrangements for colleges to store and electronically retrieve periodicals and reference materials from a common bank.
8. Large group instruction areas with optimum physical conditions for instructor and students.
9. Delivery of equipment to classrooms and provision of operators on request.
10. Team approach to teaching educational media courses.
11. Dial access to visual and auditory information.
12. Auto-tutorial stations to facilitate individualized instruction and using a variety of media and programmed instruction techniques.
13. Student reservation of study carrels in central library.
14. Developing a "typical" teacher work area for preparation of simple teaching materials.
15. Utilization of closed circuit television equipment for micro-teaching and self-evaluative situations.
16. Providing teacher education students orientation and "hands on" experiences with equipment and materials for individual learning at different grade levels and subject areas.
17. Self-instruction techniques of teaching the operation of equipment.
18. Encouraging development of new teaching materials by charging production costs to general instructional services instead of instructor, course, or department.
19. Organizing and administering audio-tape duplicating service to encourage development of "teaching tapes".

20. Consultative assistance to instructors concerning new media.
21. Central photographic services to serve a variety of functions.
22. Providing teacher education students with a variety of resources at one location in the department and/or campus library.
23. Providing teacher-education students with audiovisual materials to use in their practice teaching assignments.
24. Arranging and providing for the acquisition, cataloging, storage, and circulation of audiovisual materials similar to the provisions for books and printed materials.
25. Development of learning packets consisting of suggested activities and educational media leading to objectives in the area of teacher behavior.
26. Providing for utilization of tele-lecture techniques in classrooms.

VI. Summary

Many colleges possess the potential of improving instruction, eliminating considerable duplication, and expanding campus services by a combination of:

- A. Assignment of responsibility.
- B. Centralization of certain services.
- C. Reallocation of clerical and technical assistance.
- D. Coordinated media planning and budgeting.
- E. Acceptance of sharing concept.

Effective campus media programs emphasize the importance of modern communications to the classroom and campus affairs and commit the necessary resources to administer efficient and effective services. They stress positive direction and coordination and avoid fragmentation.

Limitations of existing buildings, particularly libraries, present formidable obstacles to providing centralized campus media services. The same obstacle hampers development of media centers in many teacher education departments. The advantages of central management can often be realized without central facilities. Faculty or department convenience sometimes assumes higher priority than student convenience and accessibility to media services.

EDUCATIONAL MEDIA COURSES

INSTITUTION	COURSE TITLE
BRIARCLIFF	
BUENA VISTA	AV Instruction, 3 hrs.; AV Practicum, 1 hr.
CENTRAL	Educational Media (Elem.), 3.3 hrs.; Educational Media (Sec.) 3 hrs.
CLARKE	
COE	
CORNELL	Communications Media in the Classroom
DORDT	
DUBUQUE	AV Materials and Techniques, 1-2 hrs.
GRACELAND	AV Communications, 3 hrs.
GRINNELL	
IOWA WESLEYAN	Workshop in AV Materials, 2 hrs.; Technical Photography, 2-3 hrs; Creative Photography, 3-4 hrs
LORAS	Communication and Educational Media, 3 hrs.
LUTHER	Instructional Aids, 1 hr.
MARYCREST	AV Education, 3 hrs; Multimedia in Education; 3 hrs.
MORNINGSIDE	Methods of Using AV Aids, 3 hrs.
MOUNT MERCY	Selection of Materials; Media Services; Administration; Org. Media Center
NORTHWESTERN	AV Aids and Techniques, 3 hrs.
PARSONS	
SAINT AMBROSE	AV Methods and Materials, 3 hrs.
SIMPSON	
UPPER IOWA	AV Methods and Materials, 3 hrs.
WARTBURG	Multimedia (May Term); Educational Media (May Term)
WESTMAR	Educational Media in the Classroom, 2 hrs.

EVALUATIVE CHECKLIST

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

COLLEGES AND UNIVERSITIES

W. R. Fulton
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Norman, Oklahoma

Introduction

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the checklist.

This checklist is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864. Printed and distributed by the Department of Audiovisual Instruction of the NEA without use of government funds as a service to the teaching profession.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your institution. If a statement accurately describes your institution, mark the middle space to the left of that statement. If you feel that the situation at your institution is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

- 1 2 3 There is no full-time director of the media program.
- 4 5 6 There is a full-time director in charge of the media program.
- 7 8 9 There is a full-time director and a sufficient number of clerical and technical personnel.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

CRITERIA

- o An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- o The educational media center should be a separate service unit that operates at the same level as other major institutional services.
- o An institution should have clearly defined policies, procedures, and plans for its educational media program including short-range, and long-range goals.
- o There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.

A. Commitment To The Media Program

- 1 2 3 The institution's educational media program consists of media services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for institution-wide media activities.
- 4 5 6 The institution's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some media training but not enough to qualify him as an educational media specialist. He reports to the institutional administrator directly responsible for instruction.
- 7 8 9 The institution has an educational media program including a media center and necessary sub-centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment To Educational Media As An Integral Part Of Instruction

- 1 2 3 The institution has some educational media and services for faculty members who request them, but the faculty is not particularly encouraged to use the services.
- 4 5 6 A variety of educational media and services are generally available and some attempts are made to acquaint faculty members with the services, and to encourage their use.
- 7 8 9 The institution provides quantity and variety of educational media and services needed by all instructional units and encourages the faculty to use media as integral parts of instruction.

C. Commitment To Providing Educational Media Facilities

- 1 2 3 Although some new and remodeled facilities provide for the use of some types of educational media, the institution gives very little attention to media utilization at the time classroom buildings are planned.
- 4 5 6 The institution provides most new and remodeled classrooms with light control and other facilities necessary for the use of some types of educational media.
- 7 8 9 All new classrooms are equipped for the greatest possible use of educational media and are designed to permit adaptation for the use of new developments in media. Old classrooms are being modified as fast as possible to provide for effective use of media.

D. Commitment To Financing The Educational Media Program

- 1 2 3 The major source of income for the educational media program is that received for media services rendered to instructional departments and non-institutional users, and the budget is based on immediate needs only.
- 4 5 6 The educational media program is partially financed by regularly appropriated institutional funds and partially by income derived from services to non-institutional users. Long-range plans are occasionally considered when making the budget.
- 7 8 9 The educational media program is financed entirely from regularly appropriated institutional funds when media and services are used for instructional purposes. The budget reflects to some degree long-range educational media plans and includes provision for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment To Staffing The Educational Media Program

- 1 2 3 The responsibility for educational media services is assigned to various institutional staff members whose primary commitments are in other institutional jobs.

4 5 6 The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided some clerical and technical assistance.

7 8 9 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff, all of whom have faculty status. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

- o An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- o Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- o The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- o Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services In Educational Media Utilization

1 2 3 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

4 5 6 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

7 8 9 Educational media professional personnel work as a part of their regular assignments with faculty members in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Media Services To Educational Preparation Programs

1 2 3 The educational media program provides some media services for teacher preparation programs, but the department or college of education depends on its own leadership for planning media experiences in preparation programs for prospective teachers and media specialists.

4 5 6 The educational media program provides some media services and leadership for the teacher preparation programs, and gives some assistance in providing preview opportunities for those wishing to examine instructional materials.

7 8 9 Professional media personnel participate in the pre-service training of teachers through appropriate assignment to teach professional courses and by serving in a consultative capacity to the education faculty. The educational media service center provides necessary media and services not otherwise available to the instructional program in education.

C. Faculty-Student Use Of Educational Media

1 2 3 Only a few faculty members make any use of educational media in their classrooms. Students rarely use media in class presentations.

4 5 6 Quite a few faculty members make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

7 8 9 Most faculty members use appropriate educational media for instructional purposes. Students also use appropriate media for individual and group study as well as for class presentations.

D. Involvement Of Media Staff In Planning

1 2 3 The professional educational media staff is seldom involved with the faculty in planning for the use of educational media.

4 5 6 The professional educational media staff is occasionally involved with the faculty and staff in planning and producing materials for use in the instructional program.

7 8 9 The educational media specialist and his professional staff are usually involved with the faculty in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- o Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of an institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- o The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- o The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location And Accessibility Of Educational Media

1 2 3 The location of the main educational media center is such that media are not accessible to most faculty members, and the main center is not supplemented by sub-centers where media are placed on long-term loan.

4 5 6 The location of the main educational media center is such that media are not very accessible to the faculty, but the main center is supplemented by sub-centers which duplicate some of the services of the main center.

7 8 9 The location of the main educational media center and the presence of necessary sub-centers make media highly accessible to all instructional units. Both the main center and the sub-centers are fully equipped to support a quality instructional program.

B. Dissemination Of Media Information

1 2 3 Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

4 5 6 Information concerning educational media is disseminated to the faculty and staff on an occasional basis or when requested.

7 8 9 Information concerning educational media is frequently disseminated to the faculty, students, and staff as a matter of policy.

C. Availability Of Educational Media

1 2 3 The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

4 5 6 There is sufficient quantity of educational media to make it possible for them to be delivered on relatively short notice.

7 8 9 There is sufficient quantity of educational media to insure their delivery to the point of use at any time during the week in which they are requested.

D. Storage And Retrieval Of Media

1 2 3 Media storage facilities are available but are inadequate for some type of media, and personnel have difficulty in locating and retrieving specific items.

4 5 6 The main educational media center and all sub-centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

7 8 9 Adequate storage space, including space for future expansions, is provided in the main educational media center and in all sub-centers with proper humidity control where needed. The center has a master retrieval system for immediate location of media.

E. Maintenance of Media

1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

4 5 6 Educational media are repaired and cleaned whenever the maintenance staff has the time to do so.

7 8 9 All educational media are inspected after each usage and are cleaned and repaired on a regular basis, or when inspection indicates the need.

F. Production of Media

1 2 3 Limited production facilities are available for faculty members to produce their own materials.

4 5 6 The educational media personnel, as well as faculty members, produce some educational materials. The staff of the center is limited to the extent that all demands for productions cannot be met.

7 8 9 The educational media personnel produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

A. Physical Facilities in Existing Classrooms

1 2 3 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

4 5 6 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

7 8 9 All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

1 2 3

Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

4 5 6

All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

7 8 9

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the institution's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

The financial needs of the educational media program are reported to the chief administrative officer in charge of instruction only when immediate expenditures are urgently needed.

1 2 3

The financial needs of the educational media program are regularly reported to the chief administrative officer in charge of instruction.

4 5 6

Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization and effectiveness of the media program, are made to the chief administrative officer in charge of instruction.

7 8 9

B. Basis for Budget Allocations

The educational media budget is based on an arbitrary allotment of funds irrespective of need.

1 2 3

The budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

4 5 6

The budget is based on both the immediate needs and the long-range goals of the institution and reflects clear-cut policies concerning allocations, income sources, and budget practices.

7 8 9

C. Development of Media Budget

Each instructional department develops its own educational media budget without consulting an educational media specialist.

1 2 3

The budget of the educational media program reflects the media needs of most instructional units. However, some departments have their own media budgets which have no relationship to the educational media program.

4 5 6

The budget of the educational media program reflects the media needs of the entire institution and is developed by the professional media staff in consultation with departmental administrators.

7 8 9

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate media services to all institutional programs.

An institutional staff person has been assigned to look after the educational media program. He performs more as a clerk, and a technician than as a professional media person.

1 2 3

A professional media person with some special media training, or equivalent experiences is in charge of the educational media program and has some professional assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

4 5 6

The educational media program is directed by a well qualified educational media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate educational media services. He and his professional staff are instruction and curriculum oriented.

7 8 9

PROFILE SHEET

To develop a profile image of your program, transfer your mark from each item on the Evaluative Checklist to this sheet. Connect the marked spaces by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

	WEAK	→	STRONG						
Part I									
A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
B	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
C	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
D	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
Part II									
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B	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
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Part III									
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Part IV									
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Part V									
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C	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
Part VI									
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