

MEDIA UTILIZATION AS PERCEIVED

BY CLASSROOM TEACHERS

By

HENRY EUGENE PAYNE

//

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1973

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1975

Thesis
1975
P 346m
Cop. 2

OCT 23 1975

MEDIA UTILIZATION AS PERCEIVED
BY CLASSROOM TEACHERS

Thesis Approved:

Kenneth L. King

Thesis Adviser

Gene L Post

Bill F Elsom

N N Denton

Dean of the Graduate College

923577

PREFACE

This study is concerned with the educational media utilization practices by selected teachers employed in Payne County, Oklahoma. The primary objective is to describe the utilization of educational media as perceived by the selected teachers. Totten's and Fulton's Evaluative Checklist, in revised form, was used to acquire the perceptions of the selected teachers as related to the criteria set up in the Evaluative Checklist.

The author wishes to express his appreciation to his major adviser, Dr. Kenneth L. King, for his guidance and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Gene L. Post and Dr. Bill F. Elsom, for their invaluable assistance.

A note of thanks is given to the superintendents, the principals, and the selected teachers involved in this study for their cooperation in conducting the survey of educational media utilization. Thanks are also extended to Mrs. Linda Baker for her assistance in the typing of the final copy.

Finally, special gratitude is extended to my parents, Carl and Helen, for their encouragement and financial assistance, without which this study would not have been conducted.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION TO THE STUDY.	1
Rationale	1
Statement of the Problem.	1
Purposes of the Study	2
Research Questions.	2
Operational Definitions	2
Population.	3
Assumptions and Limitations	3
II. A REVIEW OF SELECTED LITERATURE.	5
III. METHODOLOGY.	12
Data Collection Procedures.	12
Data Analysis Procedures.	12
IV. ANALYSIS AND EVALUATION OF DATA RELATED TO UTILIZATION OF EDUCATIONAL MEDIA	14
Evaluation of General Media Utilization Practices . . .	14
Evaluation of Educational Television Utilization Practices	21
Evaluation of Teaching Machines and Programmed Learning Materials Utilization Practices.	35
Recordings Utilization Practices.	43
Opaque Materials Utilization Practices.	55
Overhead Transparencies Utilization Practices	63
Slides Utilization Practices.	68
Filmstrips Utilization Practices.	72
Motion Picture Films Utilization Practices.	77
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	90
Summary	90
Major Findings.	90
Conclusions	91
Recommendations	94
A SELECTED BIBLIOGRAPHY	95

Chapter	Page
APPENDIX A - EVALUATIVE CHECKLIST	98
APPENDIX B - COMPOSITE OF EDUCATIONAL MEDIA UTILIZATION PRACTICES.	115
APPENDIX C - COMPOSITE FOR MEANS, MEDIANS, AND MODES FOR EDUCATIONAL MEDIA UTILIZATION PRACTICES.	119
APPENDIX D - COMPOSITE FOR CLARIFICATION RESPONSES OF EDUCATIONAL MEDIA UTILIZATION PRACTICES.	123

LIST OF TABLES

Table	Page
I. General Media Utilization Practices	15
II. Mean, Median, and Mode for General Element A.	17
III. Mean, Median, and Mode for General Element B.	19
IV. Clarification Responses for General Element B	20
V. Educational Television Utilization.	22
VI. Mean, Median, and Mode for Element I-A.	23
VII. Clarification Responses for Element I-A	24
VIII. Mean, Median, and Mode for Element I-B.	26
IX. Clarification Responses for Element I-B	28
X. Mean, Median, and Mode for Element I-C.	30
XI. Clarification Responses for Element I-C	31
XII. Mean, Median, and Mode for Element I-D.	33
XIII. Clarification Responses for Element I-D	34
XIV. Teaching Machines and Programmed Learnings Materials Utilization	36
XV. Mean, Median, and Mode for Element II-A	38
XVI. Clarification Responses for Element II-A.	39
XVII. Mean, Median, and Mode for Element II-B.	41
XVIII. Clarification Responses for Element II-B	43
XIX. Recordings Utilization	44
XX. Mean, Median, and Mode for Element III-A	46
XXI. Clarification Responses for Element III-A.	47

Table	Page
XXII. Mean, Median, and Mode for Element III-B.	49
XXIII. Clarification Responses for Element III-B	51
XXIV. Mean, Median, and Mode for Element III-C.	53
XXV. Clarification Responses for Element III-C	54
XXVI. Opaque Materials Utilization.	57
XXVII. Mean, Median, and Mode for Element IV-A	58
XXVIII. Clarification Responses for Element IV-A.	59
XXIX. Mean, Median, and Mode for Element IV-B	61
XXX. Clarification Responses for Element IV-B.	62
XXXI. Overhead Transparencies Utilization	63
XXXII. Mean, Median, and Mode for Element V-A.	66
XXXIII. Clarification Responses for Element V-A	67
XXXIV. Slides Utilization.	68
XXXV. Mean, Median, and Mode for Element VI-A	70
XXXVI. Clarification Responses for Element VI-A.	72
XXXVII. Filmstrips Utilization.	73
XXXVIII. Mean, Median, and Mode for Element VII-A.	75
XXXIX. Clarification Responses for Element VII-A	76
XL. Motion Picture Films Utilization.	77
XLI. Mean, Median, and Mode for Element VIII-A	79
XLII. Clarification Responses for Element VIII-A.	81
XLIII. Mean, Median, and Mode for Element VIII-B	83
XLIV. Clarification Responses for Element VIII-B.	84
XLV. Mean, Median, and Mode for Element VIII-C	87
XLVI. Clarification Responses for Element VIII-C.	88

Table	Page
XLVII. Composite of Educational Media Utilization Practices . . .	116
XLVIII. Composite for Means, Medians, and Modes	120
XLIX. Composite for Clarification Responses of Educational Media Utilization Practices,	124

LIST OF FIGURES

Figure	Page
1. Profile of High and Low Utilization of Elements of Educational Media.	92

CHAPTER I

INTRODUCTION TO THE STUDY

Rationale

Competency in instructional media for teacher certification has been a requirement in the State of Oklahoma since September of 1971. Prior to this period no media courses were required, but they were available as elective courses at some teacher training institutions.

The addition of a media requirement for certification has not assured teachers they can perceive themselves as high users of media. But several factors may enter into some teachers' perceptions as low users of media.

It was the intent of this study to have teachers classify themselves as either high or low users of media. If the teachers perceive themselves as low users of media, then one of the following three factors will be indicated as the cause for their low utilization of media: 1) It was not taught at the institution where their undergraduate degree was obtained, 2) The equipment is not available to them, or 3) The teachers do not see an advantage to using media.

Statement of the Problem

The problem undertaken by the study was to identify teachers as either high or low users of media on the basis of their own self-perceptions.

Purposes of the Study

There were two purposes to this study. The first purpose was to see how teachers who have completed the media competency requirement for certification perceive themselves as users of media in their teaching situation. The secondary purpose was to provide some information as to why some of these teachers see themselves as either high or low users of media.

Research Questions

1. Do classroom teachers perceive themselves as low users of media on the evaluative instrument?

2. If classroom teachers perceive themselves as low users of media on the evaluative instrument, will they indicate "It was not taught at the institution where my undergraduate degree was obtained," as the reason for their low perceptions?

3. If classroom teachers perceive themselves as low users of media on the evaluative instrument, will they indicate "The equipment is not available to me," as the reason for their low perceptions?

4. If classroom teachers perceive themselves as low users of media on the evaluative instrument, will they indicate "I do not see an advantage to using media," as the reason for their low perceptions?

Operational Definitions

Educational Media. This broad term shall mean 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, instructional media, and

educational media shall be used interchangeably to mean both instructional equipment and instructional materials.]

High Users of Media. They will be those teachers whose responses on the evaluative instrument are seven (7) or higher.

Low Users of Media. They will be those teachers whose responses on the evaluative instrument are six (6) or lower..

[Evaluative Checklist. This is the instrument to be used for evaluating the use of educational media by the teachers. It was developed by Herman L. Totten and W. R. Fulton of the University of Oklahoma and revised by Kenneth L. King and this author of Oklahoma State University. A copy of the instrument is included in Appendix A.]

Population

The population of the study consisted of teacher education graduates from Oklahoma State University since September of 1972 who are employed in Payne County, Oklahoma, as teachers. The study group was comprised of 34, 26 of which responded.

Assumptions and Limitations

The selection of the study group consisted of a definite and precise group of teacher education graduates within the past two years from Oklahoma State University who are employed as teachers in Payne County, Oklahoma. They all have had the basic media utilization course. The nature of the group itself is a limitation because it cannot be assumed that the basic media utilization course taught at other colleges and universities is the same as the one at Oklahoma State University. For this reason, other similar populations may not have had

the same type and amount of exposure to media. Also, it cannot be assumed that other counties will have the same type of educational environment as Payne County, Oklahoma.

The Evaluative Checklist is an instrument for recording the ways teachers are willing to describe their media utilization practices. With assurances of confidentiality, it is assumed that most teachers will describe their utilization practices of media with relative candor.

CHAPTER II

A REVIEW OF SELECTED LITERATURE

The purpose of teacher education programs is and has been that of preparing the teachers of tomorrow today. Teachers that will, in some instances, prepare future teachers. One kind of preparation pre-service teachers receive is the exposure to different types of learning theories.

[One such theory is B. F. Skinner's programmed approach to education, using S-R type associationism. To put their programmed instruction into practice the teachers must first define explicitly what they want the students to learn. Next, the teachers make up programs of questions and answers, organizing the material to be learned into a logical series of small steps. Then each student is encouraged to proceed through the sequence at his or her own rate (Biehler, 1974).]

[Another learning theory the pre-service teachers could be exposed to is that of Jerome Bruner's cognitive-field theory. Bruner starts with the assumption that psychologists should be concerned with both the overt behavior and the underlying mental processes that cause behavior. Bruner views learning as either the changing of old ideas and perceptions leading to new insights, or the gaining of new insights. Thus, learning is encouraged by the way the field-theorists arrange the environment, although they do not control learning (Bruner, 1966).]

Benjamin S. Bloom developed a taxonomy of educational objectives in 1956, which classified learning into three domains - cognitive, affective, and psychomotor. The cognitive domain pertains to the gathering of information, the affective domain deals with attitudes and values, and the psychomotor domain relates to the acquisition of skills (Biehler, 1974). Bloom's three domains of learning have been integrated with three types of teaching processes - teacher alone, interaction between student and teacher and student and student, and student alone. For each situation materials, equipment, and environmental conditions are available that can most effectively facilitate learning (Brown, Lewis, and Harclerod, 1973).

The cone of experience is another type of learning theory that might guide the pre-service teachers in selecting the appropriate teaching method. The cone has eleven experiences, or types of instructional materials that will provide these experiences, and is divided into three modes of learning according to the degree of concreteness each provides. These three modes of learning are the enactive mode of learning (or learning by doing), the iconic mode of learning (or learning through observations), and the symbolic mode of learning (or learning through abstractions). By using the cone, one may suggest the appropriate method for teaching an abstract concept in relation to the child's needs and abilities at a given time (Dale, 1969).

Learning theories are just that, theories. Some have worked effectively, while others have not worked even when used in similar situations. For this reason, pre-service teachers are exposed to different theories so that they may realize that there is no one way to

teach. It is up to pre-service teachers to experiment, refine, or even develop a theory that works for them and that they feel comfortable with.

The use of instructional media is relatively new when compared to other types of learning theories or teaching methods. The Oklahoma State Department of Education in 1971, for the first time, required a competency in instructional media for teacher certification in the state of Oklahoma. Colleges and universities in Oklahoma that had teacher education programs had to develop some type of instruction for pre-service teachers to acquire this competency by September of 1971 (Oklahoma State Department of Education, 1971). At Oklahoma State University an existing course (Curriculum and Instruction Education 3122) was designated to fulfill this requirement.

Colleges and universities recognize the importance of offering media training to their students, even though formal classwork is not required in some states (Richison, 1972). Recognition, however, is not enough. Many colleges and universities fail to give the needed support to their media programs in order for them to be properly run (Allen, 1972). Kennard (1973) found that the present structure of audio-visual courses is either an equipment operation course or in the development of other areas of media competency, they fail completely to meet the objectives.

As with any other type of learning theory, the use of instructional media can be taught in the pre-service teachers' undergraduate preparation. Once pre-service teachers graduate and begin to teach, many things may determine their choice of learning theories. The amount of professional training and previous academic training or experiences

in media seem not to affect teachers' attitudes toward media. The number of years teaching experience the teacher has is more of an influence on teachers' attitudes (Lasher, 1971). Also, when compared to teachers with no training in media, it is not significant whether the teachers' training in media is of the pre-service or of the in-service variety (Brookens, 1970). In-service education is an effective way to raise teacher usage of media for both the teacher with training in media and the teacher without training (Massaro, 1972). The newer the teachers are, the more they tend to use media and the higher their attitudes toward media are (Brookens, 1970; Lasher, 1971).

Many problems face teachers as they go out into the schools to teach, especially in the area of media. One such problem is that of the availability of media equipment. Many types of media, such as television receivers, video tape recorders, opaque projectors, 8 millimeter motion picture projectors, filmstrip projectors, and 2" by 2" slide projectors are rarely used due to their almost exclusive non-availability (Nicosia, 1973). Schools that do have some of these types of media have them in such an insufficient number that the scheduling of their use discourages many teachers from trying to use them (Bilchik, 1968).

Physical facilities is another problem that might prohibit teachers from using various media. Most classrooms as they now exist are inadequate for the utilization of a wide variety of media (Nicosia, 1973; Hardaway, 1969; King, 1969). However, new classrooms are generally better equipped than older classrooms for utilizing a wider range of media (King, 1969).

Preparation time is also an important factor in the usage of media, as it is in any aspect of teaching. Teachers do not feel that this lack of preparation time is a major obstacle to media usage, but principals do feel that it is (Guedry, 1972). Perhaps teachers are better trained in the use of media than their principals believe.

The selection process in media is another extremely important phase in the proper utilization of media. Selection is the teachers' personal choices of the type of media they feel is most appropriate for teaching a certain concept. Many factors appear to influence this selection. Females tend to use media more often and in a wider range than do male teachers. Also, teachers with advanced degrees tend to use media more often than do teachers with undergraduate degrees (Guedry, 1972). On the basis of subject area, special education teachers use a wider range of media and use media more often than teachers in other subject areas. Following special education teachers in the utilization of media are elementary teachers, and following elementary teachers are junior and senior high school teachers. Also, teachers who teach elective subjects tend to use media more often than do teachers who teach required subjects (Guedry, 1972). The operation, or the knowledge of operation, of the various types of media equipment is also a factor in the selection of the types of media to be used. Teachers tend to select those types of media they know how to operate as opposed to many newer types of media they have not learned to operate (Hardaway, 1969; Larie, 1973).

Undergraduate training in or the exposure to instructional media is not what it should be. A wide range of learning experiences in the area of media is not available to the undergraduate level (Richison,

1972). However, a few things seem to be true in relation to media program quality and media utilization. For example, it appears to be true that media programs are more effective when faculty and administration are committed to the provision and services of the media program (King, 1969). There also appears to be a positive relationship between teacher utilization of media and a well-established media program (Nicosia, 1973). A relationship between the quality of the media program of the teacher training institutions and the level of the media competencies obtained by their teacher graduates seem apparent. That is, teacher training institutions with higher quality media programs graduated teachers with higher levels of media competency (Kennard, 1973). Lastly, there appears to be a positive relationship between high teacher utilization of media and the local school system providing the needed types of media (Hardaway, 1969).]

[Universal agreement cannot be reached upon the number of competencies or how these competencies should be attained (de Kieffer and de Kieffer, 1970). Rome (1973) did find undergraduate methods instructors, audio-visual instructors of secondary education majors, and high school principals did agree upon 41 out of a list of 51 media competencies that teachers should possess. Not only did these three groups agree to the number of competencies, they also agreed that the most appropriate instructional format for 35 out of these 41 competencies in media was the basic audio-visual survey course.)]

[Notable changes and considerable progress have been made in the past two decades. Yet, a great deal remains to be accomplished in the future. In education, the technological developments are already available to help meet critical and urgent problems of teaching and learning

but have not been applied (de Kieffer and de Kieffer, 1970). Radvak (1968) feels teachers are anxious and fearful toward media, and that while modern educational technology increases the teachers' capacity for making choices relating to media, it does so without increasing the teachers' ability to choose wisely. Perhaps this is why teachers tend to rely upon media they are familiar in the area of making use of media (Larrie, 1973).

Researchers in the area of instructional media seem to agree that not enough research is done in their area. Study after study repeatedly points up the need for more follow-up evaluations to verify or evaluate some facet of media research. Bilchik (1968), Williams (1969), and Sanner (1971) are just a few who have voiced such a need for further research. It is the intent of this paper to provide another part of research in media.

This study will be a survey of utilization practices by teacher education graduates from Oklahoma State University since September of 1972. This date is one year after the media competency requirement went into effect. The teachers to be surveyed will be presently employed in Payne County, Oklahoma as teachers; and they all will have had completed the basic audio-visual course required for teacher certification (Curriculum and Instruction Education 3122). The survey will consist of a questionnaire asking the teachers how they perceive their own utilization of instructional media.

CHAPTER III

METHODOLOGY

Data Collection Procedures

The superintendents of each of the districts in Payne County involved in the survey were contacted. The study was explained to these superintendents and their cooperation was asked for.

The principals of each of the schools involved in the study were contacted after permission to run the study had been received from the superintendents. The Evaluative Checklists were given to the principals of the schools where the various teachers were employed in Payne County, Oklahoma. The principals were asked to distribute the instrument to the test group (34), and the teachers were to return the completed instrument to the principals. The completed checklists were picked up from the principals approximately one week after distribution.

Data Analysis Procedures

Three common measures of central tendency and frequency distributions were used to analyze the data. These three measures were the mode, the median, and the mean.

The mode is that value on each question which is associated with the greatest frequency. The terms bimodal and unimodal refer to the number of modes each question has.

The median is that value on each question which divides the distribution into halves that are equal with regard to the sum of the frequencies in each. The median is the midmost score when the number of scores is odd, and the value halfway between the two midmost scores when the number of scores is even.

The mean is that value on each question which divides the distribution into halves that are equal with regard to the sum of the weighted frequencies in each. To compute the mean, add up all the scores and then divide by the number of scores.

The frequency distributions are graphs or tables in which values on the question of interest are plotted along the vertical axis and the frequency is plotted along the horizontal axis.

The mode, the median, and the mean were calculated and a frequency distribution computed for each question. A composite using the mean scores were also made for the entire questionnaire.

CHAPTER IV
ANALYSIS AND EVALUATION OF DATA RELATED TO
UTILIZATION OF EDUCATIONAL MEDIA

The purpose of Chapter IV is to present an analysis and evaluation of data obtained from selected teachers employed in Payne County, Oklahoma public schools concerning these teachers' educational media utilization practices. An analysis and evaluation of each media utilization element included in the scope of the study will be presented.

The evaluation of the selected teachers employed in Payne County, Oklahoma public schools media utilization practices is organized around nine major aspects of utilizing educational media in teaching: (1) General, (2) Educational Television, (3) Teaching Machines and Programmed Learning Materials, (4) Recordings, (5) Opaque Materials, (6) Overhead Transparencies, (7) Slides, (8) Filmstrips, and (9) Motion Picture Films.

Evaluation of General Media Utilization Practices

The General Section of the Evaluative Checklist contains two educational media utilization elements relating to general media utilization practices of the selected teachers in Payne County, Oklahoma. An evaluation of the two educational media utilization elements relating to the General Section of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table I.

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

TABLE I
GENERAL MEDIA UTILIZATION PRACTICES

Media Utilization Element	Teachers Responding in Each Area			
	1 - 3	4 - 6	7 - 9	10 - 12
General Element A: The Role of Educational Media in Instruction	0%	0%	69%	31%
General Element B: Provisions for Inservice Education in the Use of Educational Media	35%	27%	35%	3%

General Element A: The Role of Educational
Media in Instruction

General Element A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the role of educational media in instruction. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by teachers employed in Payne County,

Oklahoma appear in Appendix A. Table I shows the percentage of teachers which were judged by their own responses on the Evaluative Checklist as being in the I never use educational media as a means of improving instruction (or 1 to 3) range, I rarely use educational media even though they might contribute to the clarity of a particular lesson (or 4 to 6) range, I make occasional use of educational media when they contribute to the clarity of a particular lesson (or 7 to 9) range, and I make extensive use of educational media when they contribute to the clarity of a particular lesson (or 10 to 12) range of educational media utilization.

Table I shows that 0 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Zero per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Sixty-nine per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-one per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for General Element A of the Evaluative Checklist. Table II shows the mean, median and mode for General Element A of the Evaluative Checklist.

Table II shows the mean score for General Element A of the Evaluative Checklist was 8.7, putting the mean in the 7 to 9 range of educational media utilization. The median for General Element A of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for General Element A of the

Evaluative Checklist was 8, putting the mode in the 7 to 9 range of educational media utilization.

TABLE II
MEAN, MEDIAN, AND MODE FOR GENERAL ELEMENT A

Media Utilization Element	Mean	Median	Mode
General Element A: The Role of Educational Media in Instruction	8.7	8	8

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the I never use educational media as a means of improving instruction (or 1 to 3) range and the I rarely use educational media even though they might contribute to the clarity of a particular lesson (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use, in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage of using educational media.

Table I shows that none of the respondents judged their utilization of educational media to be in the above two lower ranges of educational media utilization for General Element A of the Evaluative Checklist.

Therefore, General Element A of the Evaluative Checklist has no data indicating why the respondents judged their utilization of educational media as they did.

General Element B: Provisions for Inservice Education in the Use of Educational Media

General Element B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers feel the criteria relating to the provisions for inservice education in the use of educational media are met. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by teachers employed in Payne County, Oklahoma appear in Appendix A. Table I shows the percentage of respondents which were judged by their own responses on the Evaluative Checklist as being in there is never inservice education in the use of educational media or new instructional devices (or 1 to 3) range, there is rarely inservice education in the use of educational media or new instructional devices (or 4 to 6) range, there is occasional inservice education in the use of educational media or new instructional devices (or 7 to 9) range, and there is frequent inservice education in the use of educational media and instructional devices (or 10 to 12) range of educational media utilization.

Table I shows that 35 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Twenty-seven per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-five per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Three per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for General Element B of the Evaluative Checklist. Table III shows the mean, median, and mode for General Element B of the Evaluative Checklist.

Table III shows that the mean score for General Element B of the Evaluative Checklist was 4.7, putting the mean in the 4 to 6 range of educational media utilization. The median for General Element B of the Evaluative Checklist was 5, putting the median in the 4 to 6 range of educational media utilization. The mode for General Element B of the Evaluative Checklist was 7, putting the mode in the 7 to 9 range of educational media utilization.

TABLE III
MEAN, MEDIAN, AND MODE FOR GENERAL ELEMENT B

Media Utilization Element	Mean	Median	Mode
General Element B: Provisions for Inservice Education in the Use of Educational Media	4.7	5	7

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the there is never inservice education in the use of educational media and new instructional devices (or 1 to 3) range and the there is rarely inservice education in the use of educational media and new instructional devices (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use, in General Element B of the Evaluative Checklist appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using educational media. Table IV shows the responses to these criteria as related to General Element B of the Evaluative Checklist.

TABLE IV
CLARIFICATION RESPONSES FOR GENERAL ELEMENT B

Media Utilization Element	A	B	C
General Element B: Provisions for Inservice Education in the Use of Educational Media	9%	91%	0%

Table IV shows 9 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the

above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Ninety-one per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Zero per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they did not see an advantage to using media (or C).

Evaluation of Educational Television

Utilization Practices

Section I of the Evaluative Checklist contains four educational media utilization elements relating to the utilization of educational television by selected teachers employed in Payne County, Oklahoma public schools. An evaluation of the four educational media utilization elements relating to Section I of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table V.

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

TABLE V
EDUCATIONAL TELEVISION UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element I-A:				
Dissemination of Information by Educational Television	42%	15%	35%	8%
Element I-B:				
Pictorial Current Events Depicted by Educational Television	50%	15%	35%	0%
Element I-C:				
Use of Educational Tele- vision to Reach Widely Dispersed Audiences	31%	23%	46%	0%
Element I-D:				
Self-Evaluation Through the Use of the Television Video Tape Recorder	50%	12%	31%	7%

Element I-A: Dissemination of Information
by Educational Television

Element I-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the dissemination of information by educational television. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by selected teachers employed in Payne County, Oklahoma appear in Appendix A. Table V shows the percentage of teachers which were judged by their own responses on the Evaluative Checklist as being in the educational television is never used to

disseminate information (or 1 to 3) range, the educational television rarely is used to disseminate information (or 4 to 6) range, the educational television is occasionally used to disseminate information (or 7 to 9) range, and the educational television is often used to disseminate information (or 10 to 12) range of educational media utilization.

Table V shows 42 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-five per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Eight per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element I-A of the Evaluative Checklist. Table VI shows the mean, median, and mode for Element I-A of the Evaluative Checklist.

TABLE VI
MEAN, MEDIAN, AND MODE FOR ELEMENT I-A

Media Utilization Element	Mean	Median	Mode
Element I-A: Dissemination of Information by Educational Television	5.1	5	2

Table VI shows the mean score for Element I-A of the Evaluative Checklist was 5.1, putting the mean in the 4 to 6 range of educational media utilization. The median for Element I-A of the Evaluative Checklist was 5, putting the median in the 4 to 6 range of educational media utilization. The mode for Element I-A of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the educational television is never used to disseminate information (or 1 to 3) range, and the educational television rarely is used to disseminate information (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element I-A, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table VII shows the responses to these criteria as related to Element I-A of the Evaluative Checklist.

TABLE VII
CLARIFICATION RESPONSES FOR ELEMENT I-A

Media Utilization Element	A	B	C
Element I-A:			
Dissemination of Information by Educational Television	15%	39%	46%

Table VII shows 15 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Thirty-nine per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment was not available to them (or B). Forty-six per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they did not see an advantage to using media (or C).

Element I-B: Pictorial Current Events Depicted
by Educational Television

Element I-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of pictorial current events depicted by educational television. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by selected teachers employed in Payne County, Oklahoma appear in Appendix A. Table V shows the percentage of teachers which were judged by their own responses on the Evaluative Checklist as being in the educational television is never used to depict current events even though the pictorial aspect may be valuable or might enhance learning (or 1 to 3) range, the educational television is rarely used to depict current events even though the pictorial aspect may be valuable and enhance learning (or 4 to 6) range, the educational television is occasionally used to depict current events when the pictorial aspect is valuable and enhances learning

(or 7 to 9) range, and the educational television is often used to depict current events when the pictorial aspect is valuable and enhances learning (or 10 to 12) range of educational media utilization.

Table V shows 50 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-five per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Zero per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element I-B of the Evaluative Checklist. Table VIII shows the mean, median, and mode for Element I-B of the Evaluative Checklist.

TABLE VIII
MEAN, MEDIAN, AND MODE FOR ELEMENT I-B

<u>Media Utilization Element</u>	<u>Mean</u>	<u>Median</u>	<u>Mode</u>
Element I-B: Pictorial Current Events Depicted by Educational Television	4.3	3.5	2

Table VIII shows the mean score for Element I-B of the Evaluative Checklist was 4.3, putting the mean in the 4 to 6 range of educational media utilization. The median for Element I-B of the Evaluative Checklist was 3.5, putting the median between the 1 to 3 range and the 4 to 6 range of educational media utilization. The mode for Element I-B of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the educational television is never used to depict current events even though the pictorial aspect may be valuable or might enhance learning (or 1 to 3) range, and the educational television is rarely used to depict current events even though the pictorial aspect may be valuable and enhance learning (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element I-B, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table IX shows the responses to these criteria as related to Element I-B of the Evaluative Checklist.

Table IX shows 13 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Forty per cent of the respondents indicated the reason they judged utilization of educational media to be in one of the above two lower ranges was because

the equipment was not available to them (or B). Forty-seven per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they did not see an advantage to using media (or C).

TABLE IX
CLARIFICATION RESPONSES FOR ELEMENT I-B

Media Utilization Element	A	B	C
Element I-B Pictorial Current Events Depicted by Educational Television	13%	40%	47%

Element I-C: Use of Educational Television
to Reach Widely Dispersed Audiences

Element I-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of educational television to reach widely dispersed audiences. Criteria that were used as a basis for the evaluation of this element of educational media by selected teachers in Payne County, Oklahoma appear in Appendix A. Table V shows the percentage of teachers which were judged by their own responses on the Evaluative Checklist as being in the educational television is never used for inservice education or to disseminate information to widely scattered

audiences (or 1 to 3) range, educational television is rarely used for inservice education or to disseminate information to widely scattered audiences even though the learning groups are large enough to justify the cost (or 4 to 6) range, the educational television is occasionally used for inservice education or to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost (or 7 to 9) range, and the educational television is often used for inservice education or to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost (or 10 to 12) range of educational media utilization.

Table V shows 31 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Twenty-three per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Forty-six per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. It is quite possible the criteria may have been misunderstood for this element. Zero per cent of the respondents judged their utilization of educational media to be in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element I-C of the Evaluative Checklist. Table X shows the mean, median, and mode for Element I-C of the Evaluative Checklist.

Table X shows the mean score for Element I-C of the Evaluative Checklist was 5.0, putting the mean in the 4 to 6 range of educational media utilization. The median for Element I-C of the Evaluative

Checklist was 5.5, putting the median in the 4 to 6 range of educational media utilization. The mode for Element I-C of the Evaluative Checklist was 7, putting the mode in the 7 to 9 range of educational media utilization.

TABLE X
MEAN, MEDIAN, AND MODE FOR ELEMENT I-C

Media Utilization Element	Mean	Median	Mode
Element I-C: Use of Educational Television to Reach Widely Dispersed Audiences	5.0	5.5	7

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the educational television is never used for inservice education or to disseminate information to widely scattered audiences (or 1 to 3) range, and the educational television is rarely used for inservice education or to disseminate information to widely scattered audiences even though the learning groups are large enough to justify the cost (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element I-C, which appear in Appendix A, are: (A) it was not taught at the institution

where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XI shows the responses to these criteria as related to Element I-C of the Evaluative Checklist.

TABLE XI
CLARIFICATION RESPONSES FOR ELEMENT I-C

Media Utilization Element	A	B	C
Element I-C: Use of Educational Tele- vision to Reach Widely Dispersed Audiences	22%	67%	11%

Table XI shows 22 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Sixty-seven per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment was not available to them (or B). Eleven per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they did not see an advantage to using media (or C).

Element I-D: Self-Evaluation Through the Use
of the Television Video Tape Recorder

Element I-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to self-evaluation through the use of the television video tape recorder. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by selected teachers employed in Payne County, Oklahoma appear in Appendix A. Table V shows the percentage of teachers which were judged by their own responses on the Evaluative Checklist as being in the video tape recorder is never used to witness performance through immediate playback, nor is it used for self-evaluation of students and teachers (or 1 to 3) range, the video tape recorder is rarely used to witness performance through immediate playback or for self-evaluation of students and teachers (or 4 to 6) range, the video tape recorder is occasionally used to witness performance through immediate playback or for self-evaluation of students and teachers (or 7 to 9) range, the video tape recorder is often used to witness performance through immediate playback or for self-evaluation of students and teachers (or 10 to 12) range of educational media utilization.

Table V shows 50 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Twelve per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-one per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media

utilization. Seven per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element I-D of the Evaluative Checklist. Table XII shows the mean, median, and mode for Element I-D of the Evaluative Checklist.

TABLE XII
MEAN, MEDIAN, AND MODE FOR ELEMENT I-D

Media Utilization Element	Mean	Median	Mode
Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder	4.5	3.5	2

Table XII shows the mean score for Element I-D of the Evaluative Checklist was 4.5, putting the mean in the 4 to 6 range of educational media utilization. The median for Element I-D of the Evaluative Checklist was 3.5, putting the median between the 1 to 3 range and the 4 to 6 range of educational media utilization. The mode for Element I-D of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they

did. These two ranges are the video tape recorder is never used to witness performance through immediate playback nor is it used for self-evaluation of students and teachers (or 1 to 3) range, and the video tape recorder is rarely used to witness performance through immediate playback or for self-evaluation of students and teachers (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element I-D of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XIII shows the responses to these criteria as related to Element I-D of the Evaluative Checklist.

TABLE XIII
CLARIFICATION RESPONSES FOR ELEMENT I-D

Media Utilization Element	A	B	C
Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder	36%	50%	14%

Table XIII shows 36 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the

institution where their undergraduate degrees were obtained (or A). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Fourteen per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Evaluation of Teaching Machines and
Programmed Learning Materials
Utilization Practices

Section II of the Evaluative Checklist contains two educational media utilization elements relating to the utilization of teaching machines and programmed learning materials by selected teachers in Payne County, Oklahoma. An evaluation of the two educational media utilization elements relating to Section II of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XIV.

The evaluation of the utilization practices of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

TABLE XIV
TEACHING MACHINES AND PROGRAMMED LEARNING
MATERIALS UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	31%	15%	23%	31%
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	35%	11%	27%	27%

Element II-A: Use of Teaching Machines and/or
Programmed Learning Materials in the Immediate
Reinforcement of Subject Matter

Element II-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter. Criteria that were used as a basis for the evaluation of this element of utilization of educational media by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XIV shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the teaching machines and/or programmed learning materials are not used even though the diversity of ability levels is present and the

immediate reinforcement of subject matter could be accomplished as satisfactorily as by the teacher (or 1 to 3) range, the teaching machines and/or programmed learning materials are rarely used when the diversity of ability levels is present or in the immediate reinforcement of subject matter (or 4 to 6) range, the teaching machines and/or programmed learning materials are occasionally used when the diversity of ability levels is present or in the immediate reinforcement of subject matter (or 7 to 9) range, and the teaching machines and/or programmed learning materials are often used when the diversity of ability levels is present or in the immediate reinforcement of subject matter (or 10 to 12) range of educational media utilization.

Table XIV shows 31 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-three per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-one per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element II-A of the Evaluative Checklist. Table XV shows the mean, median, and mode for Element II-A of the Evaluative Checklist.

Table XV shows the mean score for Element II-A of the Evaluative Checklist was 6.6, putting the mean between the 4 to 6 range and the 7 to 9 range of educational media utilization. The median for Element

II-A of the Evaluative Checklist was 7, putting the median in the 7 to 9 range of educational media utilization. The mode for Element II-A of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

TABLE XV
MEAN, MEDIAN, AND MODE FOR ELEMENT II-A

Media Utilization Element	Mean	Median	Mode
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	6.6	7	2

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the teaching machines and/or programmed learning materials are not used even though the diversity of ability levels is present and the immediate reinforcement of subject matter could be accomplished as satisfactorily as by the teacher (or 1 to 3) range and the teaching machines and/or programmed learning materials are rarely used when diversity of ability levels is present or in the immediate reinforcement of subject matter (or 4 to 6) range of

educational media utilization. The criteria the respondents were asked to use for Element II-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XVI shows the responses to these criteria as related to Element II-A of the Evaluative Checklist.

TABLE XVI
CLARIFICATION RESPONSES FOR ELEMENT II-A

Media Utilization Element	A	B	C
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	18%	82%	0%

Table XVI shows 18 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Eighty-two per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Zero per cent of the respondents indicated the reason they judged their utilization of

educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Element II-B: Use of Teaching Machines and/or
Programmed Learning Materials in Learning
Routine Skills and Factual Information

Element II-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of teaching machines and/or programmed learning materials in learning routine skills and factual information. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XIV shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the teaching machines and/or programmed learning materials are not used in the learning of routine skills and factual information nor are they used to enhance individual instruction (or 1 to 3) range, the teaching machines and/or programmed learning materials are rarely used in the learning of routine skills and factual information or to enhance individual instruction (or 4 to 6) range, and teaching machines and/or programmed learning materials are occasionally used in the learning of routine skills and factual information and to enhance individual instruction (or 7 to 9) range, and the teaching machines and/or programmed learning materials are often used in the learning of routine skills and factual information and to enhance individual instruction (or 10 to 12) range of educational media utilization.

Table XIV shows 35 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Eleven per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-seven per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Twenty-seven per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element II-B of the Evaluative Checklist. Table XVII shows the mean, median, and mode for Element II-B of the Evaluative Checklist.

TABLE XVII
MEAN, MEDIAN, AND MODE FOR ELEMENT II-B

Media Utilization Element	Mean	Median	Mode
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	6.4	7	2

Table XVII shows the mean score for Element II-B of the Evaluative Checklist was 6.4, putting the mean between the 4 to 6 range and the

7 to 9 range of educational media utilization. The median for Element II-B of the Evaluative Checklist was 7, putting the median in the 7 to 9 range of educational media utilization. The mode for Element II-B of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the teaching machines and/or programmed learning materials are not used in the learning of routine skills and factual information nor are they used to enhance individual instruction (or 1 to 3) range and the teaching machines and/or programmed learning materials are rarely used in the learning of routine skills and factual information or to enhance individual instruction (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element II-B of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XVIII shows the responses to these criteria as related to Element II-B of the Evaluative Checklist.

Table XVIII shows 9 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Seventy-three per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above

two lower ranges was because the equipment is not available to them (or B). Eighteen per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

TABLE XVIII
CLARIFICATION RESPONSES FOR ELEMENT II-B

Media Utilization Element	A	B	C
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	9%	73%	18%

Recordings Utilization Practices

Section III of the Evaluative Checklist contains three educational media utilization elements relating to the utilization of recordings by selected teachers in Payne County, Oklahoma. An evaluation of the three educational media utilization elements relating to Section III of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XIX.

TABLE XIX
RECORDINGS UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impres- sions of Materials	8%	8%	42%	42%
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	15%	8%	46%	31%
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment, and the Reporting of Prerecorded Information	35%	0%	38%	27%

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element III-A: Use of Recordings to Enliven,
Enhance, and Vivify Impressions of Materials

Element III-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of recordings to enliven, enhance, and

vivify impressions of materials. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XIX shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the recordings are never used to enliven, enhance, and vivify impressions of material being presented (or 1 to 3) range, the recordings are rarely used to enliven, enhance, and vivify impressions of material being presented (or 4 to 6) range, the recordings are occasionally used to enliven, enhance, and vivify impressions of material being presented (or 7 to 9) range, and the recordings are often used to enliven, enhance, and vivify impressions of material being presented (or 10 to 12) range of educational media utilization.

Table XIX shows 8 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Eight per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Forty-two per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Forty-two per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element III-A of the Evaluative Checklist. Table XX shows the mean, median, and mode for Element III-A of the Evaluative Checklist.

TABLE XX
MEAN, MEDIAN, AND MODE FOR ELEMENT III-A

Media Utilization Element	Mean	Median	Mode
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impres- sions of Materials	8.5	8	7

Table XX shows the mean score for Element III-A of the Evaluative Checklist was 8.5, putting the mean in the 7 to 9 range of educational media utilization. The median for Element III-A of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element III-A of the Evaluative Checklist was 7, putting the mode in the 7 to 9 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the recordings are never used to enliven, enhance, and vivify impressions of material being presented (or 1 to 3) range and the recordings are rarely used to enliven, enhance, and vivify impressions of material being presented (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element III-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and

(C) they do not see an advantage to using media. Table XXI shows the responses to these criteria as related to Element III-A of the Evaluative Checklist.

TABLE XXI
CLARIFICATION RESPONSES FOR ELEMENT III-A

Media Utilization Element	A	B	C
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impressions of Materials	0%	50%	50%

Table XXI shows zero per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Element III-B: Use of Recordings to Provide
Realistic Musical and Unique Narrative
Experiences, to Capture Original Sounds,
and to Overcome Barriers of Time and Distance

Element III-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of recordings to provide realistic musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XIX shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the recordings are never used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process (or 1 to 3) range, the recordings are rarely used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process (or 4 to 6) range, the recordings are occasionally used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process (or 7 to 9) range, and the recordings are often used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome

barriers of time and distance when particular voices enhance the learning process (or 10 to 12) range of educational media utilization.

Table XIX shows 15 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Eight per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Forty-six per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-one per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element III-B of the Evaluative Checklist. Table XXII shows the mean, median, and mode for Element III-B of the Evaluative Checklist.

TABLE XXII
MEAN, MEDIAN, AND MODE FOR ELEMENT III-B

Media Utilization Element	Mean	Median	Mode
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	7.8	8	8

Table XXII shows the mean score for Element III-B of the Evaluative Checklist was 7.8, putting the mean in the 7 to 9 range of educational media utilization. The median for Element III-B of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element III-B of the Evaluative Checklist was 8, putting the mode in the 7 to 9 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the recordings are never used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process (or 1 to 3) range and the recordings are rarely used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element III-B of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXIII shows the responses to these criteria as related to Element III-B of the Evaluative Checklist.

Table XXIII shows 17 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one

of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Seventeen per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Sixty-six per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

TABLE XXIII
CLARIFICATION RESPONSES FOR ELEMENT III-B

Media Utilization Element	A	B	C
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	17%	17%	66%

Element III-C: Use of Tape Recordings for Self-Evaluation and Improvement and the Reporting of Prerecorded Information

Element III-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the

criteria relating to the use of tape recordings for self-evaluation and improvement and the reporting of prerecorded information. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XIX shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the tape recordings are not used for student self-evaluation and improvement, nor are they used to report prerecorded information (or 1 to 3) range, the tape recordings are rarely used for student self-evaluation and improvement and to report prerecorded information (or 4 to 6) range, the tape recordings are occasionally used for student self-evaluation and improvement and to report prerecorded information (or 7 to 9) range, and the tape recordings are often used for student self-evaluation and improvement and to report prerecorded information (or 10 to 12) range of educational media utilization.

Table XIX shows 35 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Zero per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-eight per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Twenty-seven per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element III-C of the Evaluative Checklist. Table XXIV shows the

mean, median, and mode for Element III-C of the Evaluative Checklist.

Table XXIV shows the mean score for Element III-C of the Evaluative Checklist was 6.6, putting the mean between the 4 to 6 range and the 7 to 9 range of educational media utilization. The median for Element III-C of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element III-C of the Evaluative Checklist was bimodal. The first mode was 2, putting this mode in the 1 to 3 range of educational media utilization. The second mode was 8, putting this mode in the 7 to 9 range of educational media utilization.

TABLE XXIV
MEAN, MEDIAN, AND MODE FOR ELEMENT III-C

Media Utilization Element	Mean	Median	Mode
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment and the Reporting of Prerecorded Information	6.6	8	2, 8

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the tape recordings are not used for student

self-evaluation and improvement, nor are they used to report prerecorded information (or 1 to 3) range and the tape recordings are rarely used for student self-evaluation and improvement and to report prerecorded information (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element III-C of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXV shows the responses to these criteria as related to Element III-C of the Evaluative Checklist.

TABLE XXV
CLARIFICATION RESPONSES FOR ELEMENT III-C

Media Utilization Element	A	B	C
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment and the Reporting of Prerecorded Information	0%	33%	67%

Table XXV shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Thirty-three per cent of the respondents indicated the reason they judged their

utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Sixty-seven per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Opaque Materials Utilization Practices

Section IV of the Evaluative Checklist contains two educational media utilization elements relating to the utilization of opaque materials by selected teachers in Payne County, Oklahoma. An evaluation of the two educational media utilization elements relating to Section IV of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XXVI.

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observation and Economy of Time

Element IV-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of opaque materials for non-transparent

materials to be used for group observation and economy of time.

Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XXVI shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the opaque materials are never used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 1 to 3) range, the opaque materials are rarely used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 4 to 6) range, the opaque materials are occasionally used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 7 to 9) range, and the opaque materials are often used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 10 to 12) range of educational media utilization.

Table XXVI shows 46 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-seven per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Twelve per cent of the respondents judged their utilization

of educational media as being in the 10 to 12 range of educational media utilization.

TABLE XXVI
OPAQUE MATERIALS UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Obser- vation and Economy of Time	46%	15%	27%	12%
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	50%	15%	23%	12%

The data was further analyzed to give the mean, median, and mode for Element IV-A of the Evaluative Checklist. Table XXVII shows the mean, median, and mode for Element IV-A of the Evaluative Checklist.

Table XXVII shows the mean score for Element IV-A of the Evaluative Checklist was 4.8, putting the mean in the 4 to 6 range of educational media utilization. The median for Element IV-A of the Evaluative Checklist was 4, putting the median in the 4 to 6 range of educational media utilization. The mode for Element IV-A of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

TABLE XXVII
 MEAN, MEDIAN, AND MODE FOR ELEMENT IV-A

Media Utilization Element	Mean	Median	Mode
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Obser- vation and Economy of Time	4.8	4	2

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the opaque materials are never used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 1 to 3) range and the opaque materials are rarely used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element IV-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXVIII shows the responses to these criteria as related to Element IV-A of the Evaluative Checklist.

TABLE XXVIII
CLARIFICATION RESPONSES FOR ELEMENT IV-A

Media Utilization Element	A	B	C
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Obser- vation and Economy of Time	14%	65%	21%

Table XXVIII shows 14 per cent of the respondents indicated the reason they judged their utilization of educational media to be in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Sixty-five per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because the equipment is not available to them (or B). Twenty-one per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Element IV-B: Use of Opaque Materials to
Enlarge Small Size Still Pictures and to
Project Three Dimensional Objects

Element IV-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of opaque materials to enlarge small size

still pictures and to project three dimensional objects. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XXVI shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the opaque materials are never used to enlarge small size still pictures nor to project three dimensional objects (or 1 to 3) range, the opaque materials are rarely used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects (or 4 to 6) range, the opaque materials are occasionally used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects (or 7 to 9) range, and the opaque materials are often used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects (or 10 to 12) range of educational media utilization.

Table XXVI shows 50 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-three per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Twelve per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element IV-B of the Evaluative Checklist. Table XXIX shows the mean, median, and mode for Element IV-B of the Evaluative Checklist.

TABLE XXIX
MEAN, MEDIAN, AND MODE FOR ELEMENT IV-B

Media Utilization Element	Mean	Median	Mode
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	4.9	3.5	2

Table XXIX shows the mean score for Element IV-B of the Evaluative Checklist was 4.9, putting the mean in the 4 to 6 range of educational media utilization. The median for Element IV-B of the Evaluative Checklist was 3.5, putting the median between the 1 to 3 range and the 4 to 6 range of educational media utilization. The mode for Element IV-B of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the opaque materials are never used to enlarge small size still pictures nor to project three dimensional objects

(or 1 to 3) range and the opaque materials are rarely used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element IV-B of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXX shows the responses to these criteria as related to Element IV-B of the Evaluative Checklist.

TABLE XXX
CLARIFICATION RESPONSES FOR ELEMENT IV-B

Media Utilization Element	A	B	C
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	17%	63%	20%

Table XXX shows 17 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Sixty-three per cent of the respondents indicated the reason they judged their

utilization of educational media to be in one of the above two lower ranges was because the equipment is not available to them (or B). Twenty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Overhead Transparencies Utilization Practices

Section V of the Evaluative Checklist contains one educational media utilization element relating to the utilization of overhead transparencies by selected teachers in Payne County, Oklahoma. An evaluation of the one educational media utilization element relating to Section V of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XXXI.

TABLE XXXI

OVERHEAD TRANSPARENCIES UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element V-A: Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	31%	15%	35%	19%

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element V-A: Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class

Element V-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write on projection material at the time of projection, or to present illustrations while the teacher is facing the class. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XXXI shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the overhead transparencies are never used to show development of wholes from parts or the cumulative growth of a whole, to write or mark on the projected material at the time of projection, or to present illustrations while the teacher is facing the class (or 1 to 3) range, the overhead transparencies are rarely used to show the development of a

whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class (or 4 to 6) range, the overhead transparencies are occasionally used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class (or 7 to 9) range, and the overhead transparencies are often used to show the development of a whole from separate parts or the cumulative growth of a whole, to write on the projection material at the time of projection, or to present illustrations while the teacher is facing the class (or 10 to 12) range of educational media utilization.

Table XXXI shows 31 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-five per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Nineteen per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element V-A of the Evaluative Checklist. Table XXXII shows the mean, median, and mode for Element V-A of the Evaluative Checklist.

TABLE XXXII
MEAN, MEDIAN, AND MODE FOR ELEMENT V-A

Media Utilization Element	Mean	Median	Mode
Element V-A: Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	6.0	7	2, 8

Table XXXII shows the mean score for Element V-A of the Evaluative Checklist was 6.0, putting the mean in the 4 to 6 range of educational media utilization. The median for Element V-A of the Evaluative Checklist was 7, putting the median in the 7 to 9 range of educational media utilization. The mode for Element V-A of the Evaluative Checklist was bimodal. The first mode was 2, putting this mode in the 1 to 3 range of educational media utilization. The second mode was 8, putting this mode in the 7 to 9 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the overhead transparencies are never used to show development of wholes from parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the

class (or 1 to 3) range and the overhead transparencies are rarely used to show development of a whole from separate parts or the cumulative growth of a whole, to write or mark on projection material at the time of projection, or to present illustrations while the teacher is facing the class (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element V-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXXIII shows the responses to these criteria as related to Element V-A of the Evaluative Checklist.

TABLE XXXIII
CLARIFICATION RESPONSES FOR ELEMENT V-A

Media Utilization Element	A	B	C
Element V-A: Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	0%	50%	50%

Table XXXIII shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media as being in

one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Fifty per cent of the respondents indicated the reason they judged their utilization as being in one of the above two lower ranges was because the equipment is not available to them (or B). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Slides Utilization Practices

Section VI of the Evaluative Checklist contains one educational media utilization element relating to the use of slides by selected teachers in Payne County, Oklahoma. An evaluation of the one educational media utilization element relating to Section VI of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XXXIV.

TABLE XXXIV
SLIDES UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labor- atory Experiments	58%	19%	15%	8%

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments

Element VI-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XXXIV shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the slides are never used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments (or 1 to 3) range, the slides are rarely used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments (or 4 to 6) range, the slides are occasionally used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments (or 7 to 9) range, and the slides are often used to reduce material for

the purpose of easy storage and retrieval for future use or document field trips and laboratory experiments (or 10 to 12) range of educational media utilization.

Table XXXIV shows 58 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Nineteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Fifteen per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Eight per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element VI-A of the Evaluative Checklist. Table XXXV shows the mean, median, and mode for Element VI-A of the Evaluative Checklist.

TABLE XXXV
MEAN, MEDIAN, AND MODE FOR ELEMENT VI-A

Media Utilization Element	Mean	Median	Mode
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labor- atory Experiments	3.8	2	2

Table XXXV shows the mean score for Element VI-A of the Evaluative Checklist was 3.8, putting the mean between the 1 to 3 range and the 4 to 6 range of educational media utilization. The median for Element VI-A of the Evaluative Checklist was 2, putting the median in the 1 to 3 range of educational media utilization. The mode for Element VI-A of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the slides are never used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments (or 1 to 3) range and the slides are rarely used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element VI-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXXVI shows the responses to these criteria as related to Element VI-A of the Evaluative Checklist.

Table XXXVI shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Fifty per cent of the respondents indicated the reason they judged their

utilization of educational media as being in one of the above two lower ranges was because the equipment is not available to them (or B). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

TABLE XXXVI
CLARIFICATION RESPONSES FOR ELEMENT VI-A

Media Utilization Element	A	B	C
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labora- tory Experiments	0%	50%	50%

Filmstrips Utilization Practices

Section VII of the Evaluative Checklist contains one educational media utilization element relating to the use of filmstrips by selected teachers in Payne County, Oklahoma. An evaluation of the one educational media utilization element relating to Section VII of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XXXVII.

TABLE XXXVII
FILMSTRIPS UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element VII-A: Use of Filmstrips for Photo- graphs of a Sequential Nature and for Discussion of Indi- vidual Frames	12%	19%	31%	38%

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element VII-A: Use of Filmstrips for
Photographs of a Sequential Nature and
for Discussion of Individual Frames

Element VII-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of filmstrips for photographs in a sequential nature and for discussion of individual frames. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XXXVII shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as

being in the filmstrips are never used when motion is not essential or when it is desirable to stop and discuss individual frames (or 1 to 3) range, the filmstrips are rarely used when motion is not essential or when it is desirable to stop and discuss individual frames (or 4 to 6) range, the filmstrips are occasionally used when motion is not essential or when it is desirable to stop and discuss individual frames (or 7 to 9) range, and the filmstrips are often used when motion is not essential or when it is desirable to stop and discuss individual frames (or 10 to 12) range of educational media utilization.

Table XXXVII shows 12 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Nineteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-one per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-eight per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element VII-A of the Evaluative Checklist. Table XXXVIII shows the mean, median, and mode for Element VII-A of the Evaluative Checklist.

Table XXXVIII shows the mean score for Element VII-A of the Evaluative Checklist was 7.7, putting the mean in the 7 to 9 range of educational media utilization. The median for Element VII-A of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element VII-A of the Evaluative

Checklist was bimodal. The first mode was 8, putting this mode in the 7 to 9 range of educational media utilization. The second mode was 11, putting this mode in the 10 to 12 range of educational media utilization.

TABLE XXXVIII
MEAN, MEDIAN, AND MODE FOR ELEMENT VII-A

Media Utilization Element	Mean	Median	Mode
Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	7.7	8	8, 11

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the filmstrips are never used when motion is not essential or when it is desirable to stop and discuss individual frames (or 1 to 3) range and the filmstrips are rarely used when motion is not essential or when it is desirable to stop and discuss individual frames (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element VII-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained,

(B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XXXIX shows the responses to these criteria as related to Element VII-A of the Evaluative Checklist.

TABLE XXXIX
CLARIFICATION RESPONSES FOR ELEMENT VII-A

Media Utilization Element	A	B	C
Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	14%	43%	43%

Table XXXIX shows 14 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Forty-three per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because the equipment is not available to them (or B). Forty-three per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Motion Picture Films Utilization Practices

Section VIII of the Evaluative Checklist contains three educational media utilization elements relating to the use of motion picture films by selected teachers in Payne County, Oklahoma. An evaluation of the three educational media utilization elements relating to Section VIII of the Evaluative Checklist is presented here. The percentage of teachers judged by the Evaluative Checklist as being at each of the four ranges of media utilization practices is shown in Table XL.

TABLE XL

MOTION PICTURE FILMS UTILIZATION

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element VIII-A:				
Use of Motion Picture Films to Enhance Lectures, to Provide Motivation and for Effective Presentation of Material	19%	11%	35%	35%
Element VIII-B:				
Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	27%	15%	23%	35%
Element VIII-C:				
Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production	62%	12%	23%	3%

The evaluation of the utilization of educational media practices was based on criteria developed by Totten and Fulton and revised by King and Payne. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria developed by Totten and Fulton and revised by King and Payne appear in Appendix A.

Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Provide Motivation and for Effective Presentation of Material

Element VIII-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of motion picture films to enhance lectures, to provide motivation and for effective presentation of material. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XL shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the motion picture films are never used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can (or 1 to 3) range, the motion picture films are rarely used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can (or 4 to 6) range, the motion picture films are occasionally used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can (or 7 to 9) range, and the motion picture films are often used to enhance lectures, to provide student motivation, or to present

material more effectively than the teacher can (or 10 to 12) range of educational media utilization.

Table XL shows 19 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Eleven per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Thirty-five per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-five per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element VIII-A of the Evaluative Checklist. Table XLI shows the mean, median, and mode for Element VIII-A of the Evaluative Checklist.

TABLE XLI

MEAN, MEDIAN, AND MODE FOR ELEMENT VIII-A

Media Utilization Element	Mean	Median	Mode
Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Pro- vide Motivation and for Effective Presentation of Material	7.3	8	8

Table XLI shows the mean score for Element VIII-A of the Evaluative Checklist was 7.3, putting the mean in the 7 to 9 range of educational media utilization. The median for Element VIII-A of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element VIII-A was 8, putting the mode in the 7 to 9 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the motion picture films are never used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can (or 1 to 3) range and the motion picture films are rarely used to enhance lectures to provide student motivation, or to present material more effectively than the teacher can (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element VIII-A of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XLII shows the responses to these criteria as related to Element VIII-A of the Evaluative Checklist.

Table XLII shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above

two lower ranges was because the equipment is not available to them (or B). Fifty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

TABLE XLII

CLARIFICATION RESPONSES FOR ELEMENT VIII-A

Media Utilization Element	A	B	C
Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Pro- vide Motivation and for Effective Presentation of Material	0%	50%	50%

Element VIII-B: Use of Motion Picture Films
for Verbalization and Motion, for Modification
of Time, and for Review and Summarization

Element VIII-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of motion picture films for verbalization and motion, for modification of time, and for review and summarization. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County,

Oklahoma appear in Appendix A. Table XL shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the motion picture films are never used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 1 to 3) range, the motion picture films are rarely used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 4 to 6) range, the motion picture films are occasionally used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 7 to 9) range, and the motion picture films are often used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 10 to 12) range of educational media utilization.

Table XL shows twenty-seven per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Fifteen per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-three per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Thirty-five per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element VIII-B of the Evaluative Checklist. Table XLIII shows the mean, median, and mode for Element VIII-B of the Evaluative Checklist.

TABLE XLIII
MEAN, MEDIAN, AND MODE FOR ELEMENT VIII-B

Media Utilization Element	Mean	Median	Mode
Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	6.7	7.5	2, 11

Table XLIII shows the mean score for Element VIII-B of the Evaluative Checklist was 6.7, putting the mean between the 4 to 6 range and the 7 to 9 range of educational media utilization. The median for Element VIII-B of the Evaluative Checklist was 8, putting the median in the 7 to 9 range of educational media utilization. The mode for Element VIII-B of the Evaluative Checklist was bimodal. The first mode was 2, putting this mode in the 1 to 3 range of educational media utilization. The second mode was 11, putting this mode in the 10 to 12 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they

did. These two ranges are the motion picture films are never used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 1 to 3) range and the motion picture films are rarely used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization (or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element VIII-B of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XLIV shows the responses to these criteria as related to Element VIII-B of the Evaluative Checklist.

TABLE XLIV
CLARIFICATION RESPONSES FOR ELEMENT VIII-B

Media Utilization Element	A	B	C
Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	0%	80%	20%

Table XLIV shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Eighty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because the equipment is not available to them (or B). Twenty per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Inexpensive Local Production

Element VIII-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which teachers meet the criteria relating to the use of eight millimeter cartridge silent motion picture films for small group or for inexpensive local production. Criteria that were used as a basis for the evaluation of this element of educational media utilization by selected teachers in Payne County, Oklahoma appear in Appendix A. Table XL shows the percentage of teachers which were judged by their own responses to the Evaluative Checklist as being in the eight millimeter cartridge silent motion picture films are never used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential

to the learning process (or 1 to 3) range, the eight millimeter cartridge silent motion picture films are rarely used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process (or 4 to 6) range, the eight millimeter cartridge silent motion picture films are occasionally used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process (or 7 to 9) range, and the eight millimeter cartridge silent motion picture films are often used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process (or 10 to 12) range of educational media utilization.

Table XL shows 62 per cent of the respondents judged their utilization of educational media as being in the 1 to 3 range of educational media utilization. Twelve per cent of the respondents judged their utilization of educational media as being in the 4 to 6 range of educational media utilization.

Twenty-three per cent of the respondents judged their utilization of educational media as being in the 7 to 9 range of educational media utilization. Three per cent of the respondents judged their utilization of educational media as being in the 10 to 12 range of educational media utilization.

The data was further analyzed to give the mean, median, and mode for Element VIII-C of the Evaluative Checklist. Table XLV shows the mean, median, and mode for Element VIII-C of the Evaluative Checklist.

TABLE XLV
MEAN, MEDIAN, AND MODE FOR ELEMENT VIII-C

Media Utilization Element	Mean	Median	Mode
Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production	3.7	2	2

Table XLV shows the mean score for Element VIII-C of the Evaluative Checklist was 3.7, putting the mean between the 1 to 3 range and the 4 to 6 range of educational media utilization. The median for Element VIII-C of the Evaluative Checklist was 2, putting the median in the 1 to 3 range of educational media utilization. The mode for Element VIII-C of the Evaluative Checklist was 2, putting the mode in the 1 to 3 range of educational media utilization.

The composition of the Evaluative Checklist asks those respondents responding in the lower two ranges of educational media utilization to indicate why they judged their utilization of educational media as they did. These two ranges are the eight millimeter cartridge silent motion picture films are never used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process (or 1 to 3) range and the eight millimeter cartridge silent motion picture films are rarely used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process

(or 4 to 6) range of educational media utilization. The criteria the respondents were asked to use for Element VIII-C of the Evaluative Checklist, which appear in Appendix A, are: (A) it was not taught at the institution where their undergraduate degrees were obtained, (B) the equipment is not available to them, and (C) they do not see an advantage to using media. Table XLVI shows the responses to these criteria as related to Element VIII-C of the Evaluative Checklist.

TABLE XLVI
CLARIFICATION RESPONSES FOR ELEMENT VIII-C

Media Utilization Element	A	B	C
Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production	0%	83%	17%

Table XLVI shows 0 per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because it was not taught at the institution where their undergraduate degrees were obtained (or A). Eighty-three per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because the equipment is not available to

them (or B). Seventeen per cent of the respondents indicated the reason they judged their utilization of educational media as being in one of the above two lower ranges was because they do not see an advantage to using media (or C).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this chapter are to review the purposes and procedures of the investigation, to state the major findings, to state the conclusions, to state implications, and to make recommendations in accordance with the study. The term responding teachers shall be used in this chapter to refer to the population of the study.

Summary

The study was an investigation of the utilization practices of educational media by selected teachers. Information was gathered from selected teachers employed in public schools in Payne County, Oklahoma. Totten's and Fulton's Evaluative Checklist, in revised form, was used to obtain the data from the selected teachers regarding the utilization of educational media. The instrument used in the collection of the data appears in Appendix A.

Major Findings

The data revealed the following findings concerning the utilization practices of educational media by responding teachers in Payne County, Oklahoma during the 1974-75 school year shown in figure form. An element was considered to be of high utilization if at least 51 per cent of the responding teachers scored the element 7 or higher. An

element was considered to be of low utilization if at least 51 per cent of the responding teachers scored the element 6 or lower. Figure 1 shows these findings.

Conclusions

The following conclusions were drawn after an analysis and evaluation of the utilization practices of educational media by selected teachers in Payne County, Oklahoma public schools:

1. The stated role of educational media in instruction was accepted by all of the responding teachers.
2. Provisions for inservice education in the use of educational media reportedly are not perceived as being provided for the responding teachers.
3. Pictorial current events depicted by educational television were reportedly not used by the responding teachers.
4. The responding teachers reportedly did not use the television video tape recorder for self-evaluation.
5. The use of recordings to enliven, enhance, and vivify impressions of materials reportedly was employed by the responding teachers.
6. The responding teachers reportedly did use recordings to provide realistic musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance.
7. The use of tape recordings for self-evaluation and improvement and for the reporting of prerecorded information was reportedly accepted by the responding teachers.
8. The responding teachers reportedly did not use opaque materials because the equipment is not available to them.

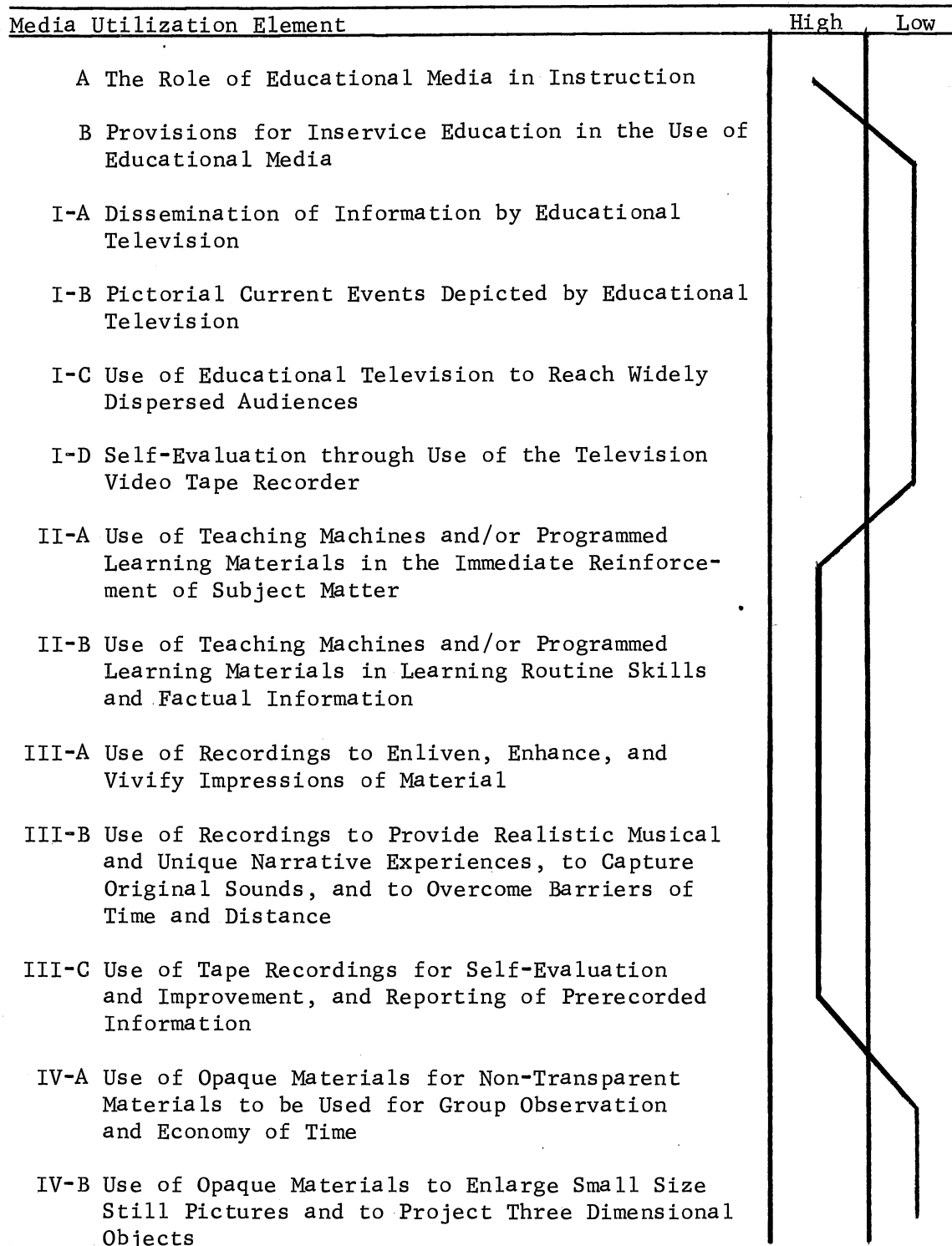


Figure 1. Profile of High and Low Utilization of Elements of Educational Media



Media Utilization Element	High	Low
V-A Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class		
VI-A Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments		
VII-A Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames		
VIII-A Use of Motion Picture Films to Enhance Lectures to Provide Motivation and for Effective Presentation of Material		
VIII-B Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization		
VIII-C Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production		

Figure 1. (Continued)

9. The responding teachers did not report the use of slides.

10. The use of filmstrips for photographs of a sequential nature and for discussion of individual frames reportedly was made by the responding teachers.

11. The responding teachers reportedly did make use of motion picture films to enhance lectures, to provide motivation, and to provide effective presentation of material.

12. Eight millimeter cartridge silent motion picture films reportedly were not used by the responding teachers apparently because the equipment is not available to them.

Recommendations

Assuming the perceptions of the responding teachers are correct, the following recommendations are proposed.

1. All the conclusions and recommendations in this study are based on the responding teachers' perceptions. A further study is needed to verify their perceptions.

2. If public schools want high utilization practices of educational media then equipment and utilization techniques need to be provided for video tape recorders, opaque materials, slides and slide projectors, and eight millimeter cartridge films and projectors.

3. Provisions for inservice education in the use of educational media should be provided for those teachers who want it in Payne County, Oklahoma.

4. Reevaluation should be made by Oklahoma State University of the basic media utilization course (Curriculum and Instruction Education 3122) pertaining to content and emphasis.

A SELECTED BIBLIOGRAPHY

Allen, Roy C.

- 1972 "An Evaluation of Educational Media Programs in Oklahoma Universities and Colleges." (Unpublished Ed.D. dissertation, The University of Oklahoma.)

Biehler, Robert E.

- 1974 Psychology Applied to Teaching. Boston: The Houghton Mifflin Company.

Bilchek, Anthony.

- 1968 "Analysis of Audiovisual Media in Ohio Public Elementary Schools." (Unpublished Ed.D. dissertation, Case Western Reserve University.)

Brookens, Kenneth L.

- 1970 "An Exploratory Study of Media Instruction of Pre-Service and In-Service Teachers at Oklahoma State University Based on Analysis of Their Media Competency and Utilization." (Unpublished Ed.D. dissertation, Oklahoma State University.)

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad.

- 1973 AV Instruction. New York: McGraw-Hill Company.

Bruner, Jerome S.

- 1966 Toward a Theory of Instruction. Cambridge: Belknap Press.

Dale, Edgar.

- 1969 Audiovisual Methods in Teaching. New York: The Dryden Press.

de Kieffer, Robert E. and Melissa H. de Kieffer.

- 1970 Media Milestones in Teacher Training. Washington, D. C.: Educational Media Council.

Guedry, Perry A.

- ✓ 1972 "A Study of Factors Related to the Use of Instructional Media By Classroom Teachers in Selected Louisiana Parishes." (Unpublished Ph.D. dissertation, The Louisiana State University and Agricultural and Mechanical College.)

Hardaway, Gaius N.

- 1969 "The Administration and Utilization of Audiovisual Media in the Public Elementary and Secondary Schools in Bossier Parish, Louisiana." (Unpublished Ed.D. dissertation, The University of Mississippi.)

Kennard, Albert L.

- 1973 "Media Competency of Teachers in Relation to the Quality of the Educational Media Programs in Teacher Training Institutions: A Study of Selected Louisiana Public Institutions and Graduates." (Unpublished Ph.D. dissertation, The University of Oklahoma.)

King, Kenneth L.

- 1969 "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Programs in Selected Oklahoma Public Schools." (Unpublished Ed.D. dissertation, The University of Oklahoma.)

Larie, W. Ben.

- 1974 "Teaching Teachers to Use Audio-Visuals." Spectrum, L (April), 28-31.

Lasher, Edward B.

- 1971 "Educational Media Attitudes of and Competencies for Elementary Teachers." (Unpublished Ed.D. dissertation, The University of North Dakota.)

✓ Massaro, Gabriel A.

- 1972 "Media Use as Related to In-Service Education." (Unpublished Ed.D. dissertation, Columbia University.)

Nicosia, Alfonso.

- 1973 "An Evaluation of the Educational Media Programs of the State of Louisiana." (Unpublished Ed.D. dissertation, The University of Oklahoma.)

Oklahoma State Department of Education.

- 1971 Teacher Education, Certification and Assignment Handbook.
Oklahoma City: State Board of Education.

Radvak, Betty J.

- 1968 "The Teacher and Technology." Theory into Practice, VII
(April), 142-144.

Richison, Tom Z.

- 1972 "A Study of Audio-Visual (Media) Among Teacher Preparation
Colleges and Universities in Arkansas, Kansas, Missouri, and
Oklahoma." (Unpublished Ed.D. dissertation, The University
of Tulsa.)

Rome, Stanton F.

- 1973 "The Relationship Between Suggested Media Competencies and
Those Recommended by Audio-Visual Instructors, Methods In-
structors, and High School Principals." (Unpublished Ed.D.
dissertation, Indiana University.)

Sanner, Richard L.

- 1971 "An Evaluation of the Educational Media Programs of the
California State Colleges." (Unpublished Ed.D. dissertation,
Arizona State University.)

Williams, Marjorie L.

- 1969 "Educational Media as Content and Process in Teacher Educa-
tion in Florida." (Unpublished Ed.D. dissertation, The Uni-
versity of Florida.)

APPENDIX A

EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

AN INSTRUMENT FOR EVALUATING THE USE

OF

EDUCATIONAL MEDIA

By

Herman L. Totten and W. R. Fulton

University of Oklahoma

Revised by

Kenneth L. King and Henry E. Payne

Oklahoma State University

An Instrument for Evaluating the Use of
Educational Media in Teaching

The use of educational media varies markedly from one teacher to another. Some teachers need fewer media because of the nature of their field. Others have greater need for media because of their methods of teaching. Some use media at a high level of sophistication while the level of utilization of others may be less sophisticated. These and other factors enter into the determination of the adequacy of the use of educational media in a given situation. Likewise, these elements make it difficult to establish precise guidelines for judging a particular teaching situation. Nevertheless, there are fundamental principles which appear to be common to the use of all educational media. This instrument, structured around these principles, is presented in the hope that it will make it easier to evaluate the use of educational media in teaching.

The instrument is based on the assumption that the proper use of educational media as an integral part of the instructional program will bring about an improvement of instruction. Effective use of educational media is greatly facilitated by their availability. The status of the use of educational media is not likely to be known without periodic evaluation. The use of this instrument should greatly facilitate such an evaluation by providing useful guidelines for making judgments concerning use.

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.

Criteria have been included at the beginning of each set of items in the instrument. The validity of your judgments will be greatly enhanced if careful study is made of the criteria before responding to the items.

Introduction to Evaluative Checklist

After you have carefully studied the criteria, mark one of the numbers at the left of the statement that most nearly represents the situation in your teaching situation, mark one of the middle squares, 2, 5, 8, or 11. If, in your estimation, the situation is below what is described, mark number 1, 4, 7, or 10; if above, mark 3, 6, 9, or 12. In any event, mark only one of the numbers, 1 through 12. If you mark a number 1, 2, 3, 4, 5, or 6, then you mark one of the letters A, B, or C, below that most nearly represents your feeling.

Mark only one box.

EXAMPLE:

 10 11 12

In my teaching situation, I use educational media whenever they are needed in the learning process.

 7 8 9

In my teaching situation, I make occasional use of educational media.

 4 5 6

In my teaching situation, I rarely make use of educational media.

 1 2 3

In my teaching situation, I never make use of educational media.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

It was not taught at the institution where my undergraduate degree was obtained.

B The equipment is not available to me.

C I do not see an advantage to using media.

Mark only one of the twelve boxes.

EXAMPLE:

 10 11 12

In my teaching situation, I use educational media whenever they are needed in the learning process.

 7 8 9

In my teaching situation, I make occasional use of educational media.

 4 5 6

In my teaching situation, I rarely make use of educational media.

 1 2 3

In my teaching situation, I never make use of educational media.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

A It was not taught at the institution where my undergraduate degree was obtained.

B The equipment is not available to me.

C I do not see an advantage to using media.

GENERAL

CRITERIA

Educational media should be used when they contribute to the clarity of a particular lesson and, subsequently, to the improvement of instruction.

Continuous inservice education in the use of educational media, including new instructional devices and materials, should be carried on as a means of improving instructions.

A. The Role of Educational Media in Instruction

- 10 11 12 In my teaching situation, I make extensive use of educational media when they contribute to the clarity of a particular lesson.
- 7 8 9 In my teaching situation, I make occasional use of educational media when they contribute to the clarity of a particular lesson.
- 4 5 6 In my teaching situation, I rarely use educational media even though they might contribute to the clarity of a particular lesson.
- 1 2 3 In my teaching situation, I never use educational media as a means of improving instruction.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A. It was not taught at the institution where my undergraduate degree was obtained.
- B. The equipment is not available to me.
- C. I do not see an advantage to using media.

B. Provisions for Inservice Education in the Use of Educational Media

- 10 11 12 In my teaching situation, there is frequent inservice education in the use of educational media and instructional devices.
- 7 8 9 In my teaching situation, there is occasional inservice education in the use of educational media and instructional devices.
- 4 5 6 In my teaching situation, there is rarely inservice education in the use of educational media or new instructional devices.
- 1 2 3 In my teaching situation, there is never inservice education in the use of educational media or new instructional devices.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

Remember, mark only one of the twelve boxes.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

1. EDUCATIONAL TELEVISION

CRITERIA

Educational television should be used to disseminate information from sources that are not readily available.

Educational television should be used to present live current events as they are happening when the pictorial aspect of the presentation enhances learning.

Education television should be used for:

- a. inservice education when a unit of material is of such a nature that it lends itself to mass dissemination to widely dispersed audiences;
- b. learning groups which are sufficiently large to justify the cost.

The television video tape recorder should be used:

- a. to record performance and to witness such performance through immediate playback;
- b. to accomplish self-evaluation of students and teachers of what is seen and heard.

A. Dissemination of Information by Educational Television

10 11 12

In my teaching situation, educational television is often used to disseminate information.

7 8 9

In my teaching situation, educational television is occasionally used to disseminate information.

4 5 6

In my teaching situation, educational television rarely is used to disseminate information.

1 2 3

In my teaching situation, educational television is never used to disseminate information.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

Remember, mark only one of the twelve boxes.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

B. Pictorial Current Events Depicted by Educational Television

10 11 12

In my teaching situation, educational television is often used to depict current events when the pictorial aspect is valuable and enhances learning.

7 8 9

In my teaching situation, educational television is occasionally utilized to depict current events when the pictorial aspect is valuable and enhances learning.

4 5 6

In my teaching situation, educational television is rarely used to depict current events even though the pictorial aspect may be valuable and enhances learning.

1 2 3

In my teaching situation, educational television is never used to depict current events even though the pictorial aspect may be valuable or might enhance learning.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

C. Use of Educational Television to Reach Widely Dispersed Audiences

10 11 12

In my teaching situation, educational television is often used for inservice education and to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost.

7 8 9

In my teaching situation, educational television is occasionally used for inservice education or to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost.

4 5 6

In my teaching situation, educational television is rarely used for inservice education or to disseminate information to widely scattered audiences even though the learning groups are large enough to justify the cost.

1 2 3

In my teaching situation, educational television is never used for inservice education or to disseminate information to widely scattered audiences.

Remember, mark only one of the twelve boxes.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

D. Self-Evaluation Through the Use of the Television Video Tape Recorder

10 11 12

In my teaching situation, the video tape recorder is often used to witness performance through immediate playback or for self-evaluation of students and teachers.

7 8 9

In my teaching situation, the video tape recorder is occasionally used to witness performance through immediate playback and for self-evaluation of students and teachers.

4 5 6

In my teaching situation, the video tape recorder is rarely used to witness performance through immediate playback or for self-evaluation of students and teachers.

1 2 3

In my teaching situation, the video tape recorder is never used to witness performance through immediate playback, nor is it used for self-evaluation of students and teachers.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

II. TEACHING MACHINES AND PROGRAMMED LEARNING MATERIALS

CRITERIA

Teaching machines and/or programmed learning materials should be used when:

- a. the diversity of ability levels is present;
- b. the immediate reinforcement of subject matter can be accomplished as satisfactorily as by the teacher.

Teaching machines and/or programmed learning materials should be used for:

- a. the learning of routine skills;
- b. the learning of factual information when such information can be presented in a logical and sequential manner;
- c. the enhancement of individual instruction.

Remember, mark only one of the twelve boxes.

Remember, mark only one of the twelve boxes.

A. Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter

10 11 12

In my teaching situation, teaching machines and/or programmed learning materials are often used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

7 8 9

In my teaching situation, teaching machines and/or programmed learning materials are occasionally used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

4 5 6

In my teaching situation, teaching machines and/or programmed learning materials are rarely used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

1 2 3

In my teaching situation, teaching machines and/or programmed learning materials are not used even though the diversity of ability levels is present and the immediate reinforcement of subject matter could be accomplished as satisfactorily as by the teacher.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

A

It was not taught at the institution where my undergraduate degree was obtained.

B

The equipment is not available to me.

C

I do not see an advantage to using media.

B. Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information.

10 11 12

In my teaching situation, teaching machines and/or programmed learning materials are often used in the learning of routine skills and factual information to enhance individual instruction.

7 8 9

In my teaching situation, teaching machines and/or programmed learning materials are occasionally used in the learning of routine skills and factual information and to enhance individual instruction.

4 5 6

In my teaching situation, teaching machines and/or programmed learning materials are rarely used in the learning of routine skills and factual information or to enhance individual instruction.

1 2 3

In my teaching situation, teaching machines and/or programmed learning materials are not used in the learning of routine skills and factual information nor are they used to enhance individual instruction.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

III. RECORDINGS

CRITERIA

Recordings should be used when repeated audio experiences enliven, enhance, and vivify impressions of the materials presented.

Recordings should be used to provide students with:

- a. realistic and accurate musical experiences;
- b. unique and accurate narrative experiences;
- c. original sound reproduction;
- d. particular voices of the past in order to overcome time and distance when these voices enhance the learning process.

Tape recordings should be used:

- a. as a self-evaluation and improvement tool which can record and play back the voices of students and teachers to serve as models to be listened to, noted, and emulated or improved upon;
- b. to store prerecorded information and dramatize historical episodes with vividness and a sense of reality.

A. Use of Recordings to Enliven, Enhance, and Vivify Impressions of Materials

10 11 12

In my teaching situation, recordings are often used to enliven, enhance, and vivify impressions of material being presented.

7 8 9

In my teaching situation, recordings are occasionally used to enhance, enliven, and vivify impressions of material being presented.

4 5 6

In my teaching situation, recordings are rarely used to enliven, enhance, and vivify impressions of material being presented.

1 2 3

In my teaching situation, recordings are never used to enliven, enhance, and vivify impressions of material being presented.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

Remember, mark only one of the twelve boxes.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

B. Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance

10 11 12

In my teaching situation, recordings are often used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds and to overcome barriers of time and distance when particular voices enhance the learning process.

7 8 9

In my teaching situation, recordings are occasionally used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

4 5 6

In my teaching situation, recordings are rarely used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

1 2 3

In my teaching situation, recordings are never used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW, A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

C. Use of Tape Recordings for Self-Evaluation and Improvement, and the Reporting of Prerecorded Information

10 11 12

In my teaching situation, tape recordings are often used for student self-evaluation and improvement and to report prerecorded information.

7 8 9

In my teaching situation, tape recordings are occasionally used for student self-evaluation and improvement, and to report prerecorded information.

4 5 6

In my teaching situation, tape recordings are rarely used for student self-evaluation and improvement and to report prerecorded information.

Remember, mark only one of the twelve boxes.

1 2 3

In my teaching situation, tape recordings are not used for student self-evaluation and improvement, nor are they used to report pre-recorded information.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

IV. OPAQUE MATERIALS

CRITERIA

Opaque materials should be used when non-transparent materials will contribute:

- a. group observation and/or evaluation;
- b. economy of time when it is unfeasible to prepare material for use with another medium

Opaque materials should be used to:

- a. enlarge small size still pictures to a large scale on various surfaces for reproduction;
- b. project three dimensional objects.

A. Use of Opaque Materials for Non-transparent Materials to Be Used for Group Observation and Economy of Time

10 11 12

In my teaching situation, opaque materials are often used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

7 8 9

In my teaching situation, opaque materials are occasionally used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

4 5 6

In my teaching situation, opaque materials are rarely used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

1 2 3

In my teaching situation opaque materials are never used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

Remember, mark only one of the twelve boxes.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

B. Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects

- 10 11 12 In my teaching situation, opaque materials are often used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.
- 7 8 9 In my teaching situation, opaque materials are occasionally used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.
- 4 5 6 In my teaching situation, opaque materials are rarely used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.
- 1 2 3 In my teaching situation, opaque materials are never used to enlarge small size still pictures nor to project three dimensional objects.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

V. OVERHEAD TRANSPARENCIES

CRITERIA

Overhead transparencies should be used when:

- a. it is necessary to show the development of a whole from separate parts or the cumulative growth of a whole;
- b. it is desirable to write or mark on the projection material at the time of projection;
- c. the teacher wishes to present illustrations while facing the class.

- A. Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is facing the class.

Remember, mark only one of the twelve boxes.

Remember, mark only one of the twelve boxes.

10 11 12

In my teaching situation, overhead transparencies are often used to show the development of a whole from separate parts or the cumulative growth of a whole, to write on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

7 8 9

In my teaching situation, overhead transparencies are occasionally used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

4 5 6

In my teaching situation, overhead transparencies are rarely used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

1 2 3

In my teaching situation, overhead transparencies are never used to show development of wholes from parts or the cumulative growth of a whole, to write or mark on the projected material at the time of projection, or to present illustrations while the teacher is facing the class.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

VI. SLIDES

CRITERIA

Slides should be used when:

- a. it is desirable to reduce material for the purpose of easy storage and retrieval for future use;
- b. it is desirable to document field trips and laboratory experiments.

- A. Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments

10 11 12

In my teaching situation, slides are often used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

7 8 9

In my teaching situation, slides are occasionally used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

4 5 6

In my teaching situation, slides are rarely used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

1 2 3

In my teaching situation, slides are never used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

VII. FILMSTRIPS

CRITERIA

Filmstrips should be used when motion is not essential and when it is desirable to stop and discuss individual frames.

- A. Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames

10 11 12

In my teaching situation, filmstrips are often used when motion is not essential or when it is desirable to stop and discuss individual frames.

7 8 9

In my teaching situation, filmstrips are occasionally used when motion is not essential or when it is desirable to stop and discuss individual frames.

4 5 6

In my teaching situation, filmstrips are rarely used when motion is not essential or when it is desirable to stop and discuss individual frames.

1 2 3

In my teaching situation, filmstrips are never used when motion is not essential or when it is desirable to stop and discuss individual frames.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

- A It was not taught at the institution where my undergraduate degree was obtained.
- B The equipment is not available to me.
- C I do not see an advantage to using media.

Remember, mark only one of the twelve boxes.

VIII. MOTION PICTURE FILMS

CRITERIA

Motion picture sound films should be used when:

- a. the experience presented vicariously contributes to the lecture;
- b. they provide student motivation;
- c. they present the material more effectively than the teacher can.

Motion picture sound films should be used when:

- a. the combination of verbalization and motion is essential to the learning process;
- b. the modification of time, size, and space is needed;
- c. summarization and review are needed.

Eight millimeter cartridge silent motion picture films should be used:

- a. when cost is a factor in procurement;
- b. when sound is not essential;
- c. mainly for small group and individual instruction.

Remember, mark only one of the twelve boxes.

A. Use of Motion Picture Films to Enhance Lecture, to Provide Motivation and for Effective Presentation of Material.

10 11 12

In my teaching situation, motion picture films are often used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

7 8 9

In my teaching situation, motion picture films are occasionally used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

4 5 6

In my teaching situation, motion picture films are rarely used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

1 2 3

In my teaching situation, motion pictures are never used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

A It was not taught at the institution where my undergraduate degree was obtained.

B The equipment is not available to me.

C I do not see an advantage to using media.

B. Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization

10 11 12

In my teaching situation, motion picture films are often used when verbalization and motion are essential to the learning process, when modification of time, size, and space is essential to the learning process, or for the purpose of review and summarization.

Remember, mark only of the twelve boxes.

7 8 9

In my teaching situation, motion picture films are occasionally used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

4 5 6

In my teaching situation, motion picture films are rarely used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

1 2 3

In my teaching situation, motion picture films are never used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

A It was not taught at the institution where my undergraduate degree was obtained.

B The equipment is not available to me.

C I do not see an advantage to using media.

C. Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production

10 11 12

In my teaching situation, eight millimeter cartridge silent motion picture films are often used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

7 8 9

In my teaching situation, eight millimeter cartridge silent motion picture films are occasionally used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

4 5 6

In my teaching situation, eight millimeter cartridge silent motion picture films are rarely used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

1 2 3

In my teaching situation, eight millimeter cartridge silent motion picture films are never used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

NOTE: IF YOU MARKED A NUMBER 7 THROUGH 12, GO ON TO THE NEXT SECTION. IF YOU MARKED A NUMBER 1 THROUGH 6, THEN MARK ONE OF THE LETTERS BELOW A, B, OR C, THAT MOST NEARLY REPRESENTS YOUR SITUATION.

A It was not taught at the institution where my undergraduate degree was obtained.

B The equipment is not available to me.

C I do not see an advantage to using media.

APPENDIX B

COMPOSITE OF EDUCATIONAL MEDIA

UTILIZATION PRACTICES

TABLE XLVII
COMPOSITE OF EDUCATIONAL MEDIA
UTILIZATION PRACTICES

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
General Element A: The Role of Educational Media in Instruction	0%	0%	69%	31%
General Element B: Provisions for Inservice Education in the Use of Educational Media	35%	27%	35%	3%
Element I-A: Dissemination of Information by Educational Television	42%	15%	35%	8%
Element I-B: Pictorial Current Events Depicted by Educational Television	50%	15%	35%	0%
Element I-C: Use of Educational Tele- vision to Reach Widely Dispersed Audiences	31%	23%	46%	0%
Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder	50%	12%	31%	7%
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	31%	15%	23%	31%
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	35%	11%	27%	27%

TABLE XLVII (Continued)

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impres- sions of Materials	8%	8%	42%	42%
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	15%	8%	46%	31%
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment, and the Reporting of Prerecorded Information	35%	0%	38%	27%
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observa- tion and Economy of Time	46%	15%	27%	12%
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	50%	15%	23%	12%
Element V-A: Use of Overhead Transparen- cies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projec- tion Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	31%	15%	35%	19%
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labor- atory Experiments	58%	19%	15%	8%

TABLE XLVII (Continued)

Media Utilization Element	1 - 3	4 - 6	7 - 9	10 - 12
Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	12%	19%	31%	38%
Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Provide Motivation and for Effective Presentation of Material	19%	11%	35%	35%
Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	27%	15%	23%	35%
Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production	62%	12%	23%	3%

APPENDIX C

COMPOSITE FOR MEANS, MEDIANS, AND MODES FOR
EDUCATIONAL MEDIA UTILIZATION PRACTICES

TABLE XLVIII
COMPOSITE FOR MEANS, MEDIANS, AND MODES

Media Utilization Element	Mean	Median	Mode
General Element A: The Role of Educational Media in Instruction	8.7	8	8
General Element B: Provisions for Inservice Education in the Use of Educational Media	4.7	5	7
Element I-A: Dissemination of Information by Educational Television	5.1	5	2
Element I-B: Pictorial Current Events Depicted by Educational Television	4.3	3.5	2
Element I-C: Use of Educational Tele- vision to Reach Widely Dispersed Audiences	5.0	5.5	7
Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder	4.5	3.5	2
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	6.6	7	2
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	6.4	7	2

TABLE XLVIII (Continued)

Media Utilization Element	Mean	Median	Mode
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impres- sions of Materials	8.5	8	7
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	7.8	8	8
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment and the Reporting of Prerecorded Information	6.6	8	2, 8
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observa- tion and Economy of Time	4.8	4	2
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	4.9	3.5	2
Element V-A: Use of Overhead Transparen- cies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projec- tion Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	6.0	7	2, 8
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labor- atory Experiments	3.8	2	2

TABLE XLVIII (Continued)

Media Utilization Element	Mean	Median	Mode
Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	7.7	8	8, 11
Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Provide Motivation and for Effective Presentation of Material	7.3	8	8
Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	6.7	7.5	2, 11
Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Local Inexpensive Production	3.7	2	2

APPENDIX D

COMPOSITE FOR CLARIFICATION RESPONSES
OF EDUCATIONAL MEDIA UTILIZATION
PRACTICES

TABLE XLIX
 COMPOSITE FOR CLARIFICATION RESPONSES
 OF EDUCATIONAL MEDIA UTILIZATION
 PRACTICES

Media Utilization Element	A	B	C
General Element A: The Role of Educational Media in Instruction	0%	0%	0%
General Element B: Provisions for Inservice Education in the Use of Educational Media	9%	91%	0%
Element I-A: Dissemination of Information by Educational Television	15%	39%	46%
Element I-B: Pictorial Current Events Depicted by Educational Television	13%	40%	47%
Element I-C: Use of Educational Tele- vision to Reach Widely Dispersed Audiences	22%	67%	11%
Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder	36%	50%	14%
Element II-A: Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	18%	82%	0%
Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	9%	73%	18%

TABLE XLIX (Continued)

Media Utilization Element	A	B	C
Element III-A: Use of Recordings to Enliven, Enhance, and Vivify Impres- sions of Materials	0%	50%	50%
Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance	17%	17%	66%
Element III-C: Use of Tape Recordings for Self-Evaluation and Improve- ment and the Reporting of Prerecorded Information	0%	33%	67%
Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observa- tion and Economy of Time	14%	65%	21%
Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	17%	63%	20%
Element V-A: Use of Overhead Transparen- cies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projec- tion Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	0%	50%	50%
Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Docu- ment Field Trips and Labora- tory Experiments	0%	50%	50%

TABLE XLIX (Continued)

Media Utilization Element	A	B	C
Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	14%	43%	43%
Element VIII-A: Use of Motion Picture Films to Enhance Lectures, to Provide Motivation and for Effective Presentation of Material	0%	50%	50%
Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization	0%	80%	20%
Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production	0%	83%	17%

VITA

Henry Eugene Payne

Candidate for the Degree of

Master of Science

Thesis: MEDIA UTILIZATION AS PERCEIVED BY CLASSROOM TEACHERS

Major Field: Secondary Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, March 11, 1951, the son of Mr. and Mrs. C. D. Payne.

Education: Graduated Nathan Hale High School, Tulsa, Oklahoma, in May, 1969; attended Northeastern State College, Tahlequah, Oklahoma, during the 1969-70 academic year; received Bachelor of Science degree in Speech-Theatre from Oklahoma State University in 1973; completed the requirements for the Master of Science degree at Oklahoma State University in July, 1975.

Professional: Graduate teaching assistant at Oklahoma State University during the 1974-75 academic year; member of AECT and OAAMT.