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AN EVALUATION OF TEACHER UTILIZATION OF SELECTED EDUCATIONAL MEDIA IN RELATION TO THE LEVEL OF SOPHISTICATION OF THE EDUCATIONAL MEDIA PROGRAM IN SELECTED OKLAHOMA PUBLIC SCHOOLS

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AN EVALUATION OF TEACHER UTILIZATION OF SELECTED EDUCATIONAL MEDIA IN RELATION TO THE LEVEL OF SOPHISTICATION OF THE EDUCATIONAL MEDIA PROGRAM IN SELECTED OKLAHOMA PUBLIC SCHOOLS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

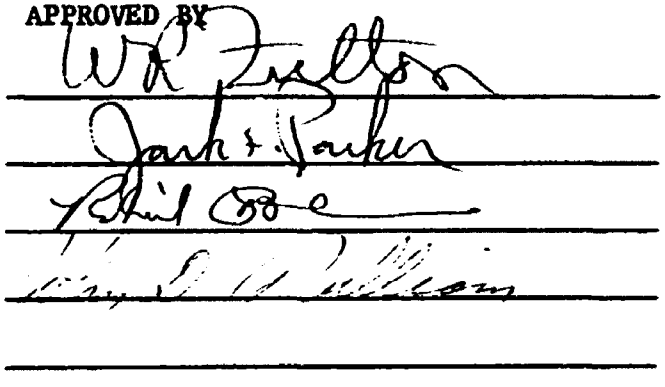
KENNETH LEE KING

Norman, Oklahoma

1969

AN EVALUATION OF TEACHER UTILIZATION OF SELECTED EDUCATIONAL MEDIA IN RELATION TO THE LEVEL OF SOPHISTICATION OF THE EDUCATIONAL MEDIA PROGRAM IN SELECTED OKLAHOMA PUBLIC SCHOOLS

APPROVED BY



DISSERTATION COMMITTEE

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AN EVALUATION OF TEACHER UTILIZATION OF SELECTED EDUCATIONAL MEDIA IN RELATION TO THE LEVEL OF SOPHISTICATION OF THE EDUCATIONAL MEDIA PROGRAM IN SELECTED OKLAHOMA PUBLIC SCHOOLS

CHAPTER I

DESCRIPTION OF THE STUDY

The purpose of Chapter I is to describe the problem and state the purposes of this investigation. Included are the background of the study, statement of the problem, need and significance of the study, the scope and limitations of the study, definitions of certain terms, procedure, and organization of the study.

Background of the Study

In this advanced technological age some remarkable things are happening in the classroom. In many classrooms hidden projectors project through rear screens, a classroom can be altered by moving partitions to different locations, viewing screens can be electronically lowered and raised, and lighting can be regulated by the turning of a switch. Some extraordinary classrooms are equipped with elaborate lecterns whereby the teacher is placed in front of a control board where such things as timing, scripting, and programing become crucial.

But in many classrooms, the money has not yet been appropriated to install one double electrical outlet to permit the use of just one filmstrip projector. For several years the common problem of schools will probably be that of not being able to use the vast array of educational media that is available.[1]

Never before has any society been faced with providing so much learning to so many people; however, no society has ever had a greater potential with which to train teachers and with such powerful tools to improve their teaching.[2]

Because much of the new educational media is not available in many classrooms is all the more reason for teachers to accept responsibility for keeping alert and exerting effort to experiment and use the older tools and devices that are at their disposal, and then as the local school authorities provide new facilities and devices, an extended effort should be made to utilize the newer media in the classroom.[3]

The federal government has aided in providing these new facilities and devices by greatly expanding financial aid to education through the National Defense Education Act of 1958. This act provided funds to develop audio-visual media services and facilities.[4] The Elementary and Secondary Education Act of 1965 has also been a major factor in making

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[1]Carlton W. H. Erickson, Fundamentals of Teaching With Audio-visual Technology (New York: The Macmillan Company, 1965), p. 323.

[2]James W. Brown and Kenneth D. Norberg, Administering Educational Media (New York: McGraw-Hill Book Company, 1965), p. 1.

[3]Erickson, op. cit., pp. 323-324.

[4]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction: Media and Methods (New York: McGraw-Hill Book Company, 1969), p. 5.

educational media and materials available and encouraging their utilization.[5] Now that federal funds for materials and equipment have been made available to Oklahoma public schools, are they being effectively utilized?[6]

Proper utilization of educational media is a matter of human understanding, skill, and motivation. It requires well-trained, competent teachers who know media and materials with the knowledge of how to arrange the conditions for their optimum use.[7] It was in an effort to see if the teachers in the Oklahoma public schools are utilizing the educational media that are provided them that this study was made.

Statement of the Problem

The problem of this study was to evaluate the educational media programs in selected public school systems of Oklahoma to determine if there was a relationship between teacher utilization of selected educational media and the level of sophistication of the educational media program.

Need for the Study

A review of the literature revealed that no state-wide study had been conducted for the purpose of determining if there was a relationship between teacher utilization of selected educational media and the level of sophistication of the educational media program. Several studies

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[5]Carlton W. H. Erickson, Administering Instructional Media Programs (New York: The Macmillan Company, 1968), p. 17.

[6]E. F. Bryan, "Materials, Devices, Techniques," The Oklahoma Teacher, XLVIII, No. 9 (1967), p. 18.

[7]Brown and Norberg, op. cit., p. 162.

have, however, dealt with certain aspects of the media program in Oklahoma. These include comprehensive studies by Fulton,[8] Zimmerman,[9] and Teague.[10] In the study by Fulton an evaluation of the Oklahoma state audio-visual program was made. His study was centered around local school districts which were cooperating in the state program. The main emphasis of the Fulton study was on filmed materials. The Zimmerman study was an evaluation of the pre-service audio-visual experiences that were provided in Oklahoma teacher education institutions. His study involved the graduates of these teacher education institutions, many of whom were teachers in Oklahoma public schools. To a certain extent Zimmerman's study revealed how well prepared Oklahoma teachers were to utilize audio-visual materials and equipment. The study by Teague was an evaluation of the quality of the media programs in Oklahoma public schools. His study revealed that to a certain extent educational media and services are provided in Oklahoma public schools.

The research indicated that to a certain degree the Oklahoma public schools are committed to the use and dissemination of educational media and the teachers in these schools to some extent have had training in the utilization of educational media. It was thought to be of

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[8]William R. Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program" (unpublished Ed.D. dissertation, Oklahoma Agricultural and Mechanical College, 1955).

[9]Harry P. Zimmerman, "An Evaluation of Pre-Service Audio-Visual Experience in Selected Oklahoma Teacher Education Institutions Based on Reactions of Teachers and Supervisors" (unpublished Ed.D. dissertation, University of Oklahoma, 1958).

[10]Fred A. Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools" (unpublished Ed.D. dissertation, University of Oklahoma, 1966).

considerable importance to evaluate the media programs in these schools in an effort to determine if the quality of the media program influences teacher utilization of this media.

The findings of this study have revealed data which will enable the administrators of the Oklahoma public schools to evaluate accurately their respective programs in an effort to determine the extent to which their educational media programs allow for effective utilization. This was accomplished through the use of an instrument for evaluating the use of educational media devised by Totten and Fulton.[11] The instrument also provided the public school administrator with criteria that would enable him to improve the total educational media program in his system. This was accomplished through the use of the criteria and the revised self-evaluation instrument developed by Fulton.[12]

Scope and Limitations

This investigation was limited to six major aspects concerning the quality of the educational media program and nine major aspects of educational media concerning utilization. Each major aspect included several program elements. Part I includes the six major aspects of the quality of the educational media program. Part II includes the nine major aspects of utilizing educational media in teaching.

Part I

The first aspect is the commitment of the school system to the

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[11]Herman L. Totten and W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media" (unpublished research report, University of Oklahoma, 1966).

[12]W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs" (unpublished research report, University of Oklahoma, 1966).

provision of a wide variety of educational media services. Elements included in the first aspect are as follows:

1. Commitment to the media program.
2. Commitment to educational media as integral parts of instruction.
3. Commitment to providing educational media facilities.
4. Commitment to financing the educational media program.
5. Commitment to staffing the educational media program.

The second aspect deals with the relationship of the educational media program to the instructional program. Elements included in the second aspect are as follows:

1. Consultative services in educational media utilization.
2. In-service education in educational media utilization.
3. Faculty-student use of educational media.
4. Involvement of the educational media staff in planning.

The third aspect is the school system educational media center and school building media centers. Elements included in the third aspect are as follows:

1. Location and accessibility of educational media.
2. Dissemination of educational media information.
3. Availability of educational media.
4. Storage and retrieval of educational media.
5. Maintenance of educational media.
6. Production of educational media.

The fourth aspect concerns the physical facilities which are provided for the utilization of educational media in instruction. Elements included in the fourth aspect are as follows:

1. Educational media facilities in existing classrooms.
2. Educational media facilities in newly constructed classrooms.

The fifth aspect deals with the financial support provided for the educational media program and with the educational media budget. Elements included in the fifth aspect are as follows:

1. Reporting financial needs.
2. Basis for budget allocations.
3. Development of the educational media budget.

The sixth aspect deals with the professional, clerical, and technical educational media staff. Elements included in the sixth aspect are as follows:

1. School system educational media staff.
2. School building educational media staff.

This investigation attempted to determine the status of each of the major aspects of the instruments used including their sub-items.

Part II

The school systems included in this study were limited to public schools. Privately supported schools and schools operated by the federal government were not included. The study was also limited to 460 high school districts in Oklahoma.

The first major aspect in the use of educational media is general. Utilization elements included in the first aspect are as follows:

1. The role of educational media in instruction.
2. Provisions for in-service education in the use of educational media.

The second major aspect deals with educational television as it

relates to the educational media program. Utilization elements included in the second aspect are as follows:

1. Dissemination of information by educational television.
2. Pictorial current events depicted by educational television.
3. Use of educational television to reach widely dispersed audiences.

The third major aspect deals with teaching machines and programmed learning materials. Utilization elements included in the third aspect are as follows:

1. Use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter.
2. Use of teaching machines and/or programmed learning materials in learning routine skills and factual information.

The fourth major aspect deals with recordings. Utilization elements included in the fourth aspect are as follows:

1. Use of recordings to enliven, enhance, and vivify impressions of materials.
2. Use of recordings to provide realistic musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance.

The fifth major aspect deals with opaque materials. Utilization elements included in the fifth aspect are as follows:

1. Use of opaque materials for non-transparent materials to be used for group observation and economy of time.
2. Use of opaque materials to enlarge small size pictures and to project three dimensional objects.

The sixth major aspect deals with overhead transparencies. The utilization element included in the sixth aspect is as follows:

1. Use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write projection material at the time of projection, or to present illustrations while the teacher is facing the class.

The seventh major aspect deals with slides. The utilization element included in the seventh aspect is as follows:

1. Use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments.

The eighth major aspect deals with filmstrips. The utilization element included in the eighth aspect is as follows:

1. Use of filmstrips for photographs of a sequential nature and for discussion of individual frames.

The ninth major aspect deals with motion picture films. Utilization elements included in the ninth aspect are as follows:

1. Use of motion picture films to enhance lecture, to provide motivation and for effective presentation of material.
2. Use of motion picture films for verbalization and motion, for modification of time, and for review and summarization.
3. Use of eight millimeter motion picture films for small group or for individual instruction and for inexpensive local production.

Definition of Terms

Clerical media staff refers to personnel such as secretaries, filing clerks, and distribution clerks, who are engaged full-time in assisting with the provision of educational media services.

Educational media includes all non-book materials which may be used for teaching and learning purposes and the equipment necessary for

the use of the materials.

Educational media coordinator refers to the supervisor of educational media activities in an elementary or secondary school building instructional unit.

Educational media director refers to the supervisor of the educational media program for the entire school system.

Educational media program refers to the total efforts of a school system to provide educational media and services to its faculty and students.

Educational media services refers to all efforts to make educational media available to teachers and students and to assist them in using educational media.

Evaluation refers to the appraisal of an educational media program by making value judgments based on established criteria which relate to specific elements of the program.

High school districts refers to school districts which support and contain a school which provides educational experiences through grade twelve.

Level of sophistication refers to the quality of the educational media program in the school system.

Professional educational media staff refers to the educational media director, educational media coordinator, and all other certified school personnel who have special preparation for media work and who are engaged in media activities, including personnel such as consultants on media utilization, supervisors of media production services, and film librarians.

Public school systems refers to school systems which are supported by public funds.

Self-evaluation refers to the appraisal of an educational media program by officials of the school whose program is evaluated.

Technical media staff refers to personnel such as equipment and materials repairmen, production technicians, photographers, and materials processors, who are engaged full-time in assisting with the provision of educational media services.

Utilization refers to the use of educational media in teaching.

Procedure

The survey method and appraisal technique was used in this study. Good, Barr, and Scates write that the survey is "concerned with ascertaining the conditions which prevail in a group of cases chosen for study, and is essentially a method of quantitative description of the general characteristics of the group."[13] They also state that "appraisal is the procedure by which we secure and overt characteristically variable reactions."[14]

The plan for encountering the problem required five major steps: (1) the revision and validation of an existing instrument for evaluation of educational media programs in school systems, (2) the revision and validation of an existing instrument relating to the use of selected educational media, (3) administering to a selective population of

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[13]Carter V. Good, Arvin S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 286.

[14]Ibid., p. 412.

Oklahoma public schools an Evaluative Checklist for Self-Evaluating an Educational Media Program in School Systems, (4) administering to a selective population of Oklahoma public school teachers an Evaluative Checklist for Evaluating the Use of Educational Media, (5) the analysis and evaluation of the results of the checklists to determine the status of educational media utilization in teaching in the Oklahoma public schools in relation to established criteria.

Fulton's checklist for evaluation of educational media programs and Totten and Fulton's checklist for evaluating the use of educational media were revised to include certain aspects that were not included in the original instruments.

Fulton's checklist for evaluating the media program in school systems, in revised form, was used to collect data to determine the level of sophistication of the educational media program. This instrument was based on nationally recognized criteria developed by Fulton.

The checklist by Totten and Fulton for evaluating the use of educational media by teachers, in revised form, was used to collect data to determine the degree of utilization of educational media.

The data was analyzed according to school sizes based on enrollments during the 1968-69 school year. Enrollment size categories were established in order to make a comparison of media programs in the various size schools.

Data regarding utilization of media in the various size schools were graphically compared to the data regarding the quality or level of sophistication of the media program in order to see if a relationship exists between the level of sophistication of the program and teacher utilization of media in teaching.

The strengths and weaknesses of the data which seem pertinent to each aspect were analyzed and evaluated in terms of established criteria.

Evaluative judgments on the instruments are given only in terms of strengths and weaknesses. No attempt is made to give the degree of strength or weakness.

The evaluative judgments were reached on the basis of one or more of the following criteria: (1) evidence that the activities of a particular aspect are in conformance with the criterion, (2) evidence of activities which are compatible with the criterion, and (3) evidence of continuous effort toward achieving the objective of the criterion.

At the end of each major aspect of analysis a graphic representation of the evaluative judgments is given, and the strong and weak aspects are indicated.

Organization of the Study

Chapter I is a general description of the study. Included are the background of the study, statement of the problem, need and significance of the study, the scope and limitations of the study, definitions of certain terms, procedure, and organization of the study.

Chapter II is a review of the research related to the study. Included are reviews of studies conducted during the past fifty years.

Chapter III describes the procedure used to solve the problem of the study. Included are descriptions of steps taken to collect, analyze, and evaluate the data pertaining to the study.

Chapter IV is an analysis and evaluation of educational media programs in Oklahoma public schools. Included are descriptions of the qualitative status or level of sophistication of the educational media

programs in the public schools and an evaluation of each program element included within the scope of the study.

Chapter V is an analysis and evaluation of educational media utilization practices in Oklahoma public schools. Included are descriptions of the level of utilization and an evaluation of each program element included within the scope of the study.

Chapter VI includes a general summary of the study, major findings, implications of the study, conclusions based on the finding of the study, and recommendations for improving educational media activities in Oklahoma.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature which appears to be pertinent to selected aspects of this study. The literature from 1900 to 1969 was reviewed to obtain related research for this chapter. The studies selected for review pertain to research conducted from 1923 to 1967 and are presented in the order in which they were conducted.

Numerous studies have been reported that concern educational media programs in public schools. Some were status studies of a particular program within a school system or group of school systems in a limited geographical area. Others were investigations of selected educational media aspects of educational media programs on a nation-wide basis. Some of the investigations also included certain aspects of educational media as a part of a more broadly based study.

McCluskey, in 1923, made a nation-wide study concerning the status of audio-visual education. His recommendations pertained to better teacher preparation for utilization of audio-visual materials and made recommendations for duties, responsibilities, and preparation of audio-visual staff members. His study stressed such functions as selection and correlation of materials in the instructional program.[1]

Koon and Noble, in 1936, made a study of audio-visual activities

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[1]F. Dean McCluskey, "Administration of Visual Education, A National Survey" (unpublished report, National Education Association, 1923).

in 8,806 schools in which they formulated a list of audio-visual services needed within the schools. This study recommended that instructional service centers be established to provide such services as distribution of materials, production of materials, and in-service training of teachers in the use of audio-visual materials.[2]

Hazlett, in 1938, made a study of the organization, administration, and supervisory activities in twelve of the nation's largest city school systems. It was reported that eight of the school systems had organized departments of "visual-sensory aids." Seven of the schools were headed by full-time directors and one was headed by a half-time director.[3]

In 1944, a study was done by Sechriest in cities with a population of 100,000 and over, excluding the nation's twelve largest cities, of departments of "audio-visual aids." Reported and developed in this study were criteria for planning the development of departments of "audio-visual aids." The study reports major administrative and supervisory activities of directors of audio-visual departments in city school systems.[4]

A study dealing with the relationship of audio-visual materials to the learning process was done by McPherson in 1946. The study describes the development of curriculum in Kern County, California, and its use as the basis for determining the objectives of the audio-visual

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[2]Cline M. Koon and Allen W. Noble, National Visual Education Directory (Washington, D. C.: American Council on Education, 1936).

[3]J. R. Hazlett, "Analysis and Evaluation of the Organization, Administration and Supervision of Departments of Visual Sensory Aids" (unpublished Ph.D. dissertation, University of Pittsburgh, 1938).

[4]Earl E. Sechriest, "Organization, Administration, Supervision and Mechanical Facilities of Departments of Audio-Visual Aids" (unpublished Ph.D. dissertation, University of Pittsburgh, 1944).

program. The study deals with the financial support of audio-visual programs in the area of sources of funds and amounts of funds needed. Recommendations include: (1) more in-service education for teachers in the area of utilization of materials, (2) more emphasis on teacher-made materials, (3) a more active role of audio-visual directors, and (4) planning new or re-modeling old buildings for better utilization.[5]

Davidson, 1950, made an investigation of the administrative problems in utilizing materials in fifty-two public school systems of west Texas. He found that most of these school systems were not effectively utilizing the materials that were available. This was attributed to such deterrents as insufficient funds, scarcity of well-trained directors, and lack of teacher preparation in the proper use of such materials.[6]

DeBernardis, in 1951, made a study of the audio-visual programs in the Oregon public schools. His study determined that less than five per cent of the schools in the study had a full or part-time audio-visual director. Thirty-two per cent of the school systems reported that they conducted in-service training for teachers in utilization of audio-visual materials and equipment. Methods most often reported as being used in in-service education were workshops, conferences, institutes, and bulletins. DeBernardis recommended expansion of in-service education of teachers and a greater coordination of efforts of all departments

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[5]Joseph James McPherson, "The Organization of a Program of Audio-Visual Education for the Schools of Kern County California" (unpublished Ph.D. dissertation, Columbia University, 1946).

[6]Raymond Leon Davidson, "Administrative Provisions for Audio-Visual Instruction in Selected Public Schools in West Texas" (unpublished Ed.D. dissertation, University of Texas, 1950).

within a school system which handle instructional materials or supplies.[7]

The Connecticut State Department of Education, in 1951, conducted a survey to determine the status of audio-visual education in Connecticut public schools. Elements reported concern such items as: (1) audio-visual staff, (2) facilities, (3) equipment, (4) budgets, (5) utilization practices, and (6) problems faced in the organization and administration of audio-visual programs. The Connecticut State Department of Education recommended that there be a full-time audio-visual director for each school with 5,000 or more enrollment, that more technical, clerical, and student help be provided, and that teacher committees be formed to continually evaluate the audio-visual program.[8]

Darden, in 1953, conducted a study of twenty county audio-visual programs that have audio-visual centers. He examined the organization, administration, and supervisory practices that were common to the county programs in order to isolate the factors that promote growth and favorable acceptance of audio-visual education by the public. Darden concluded that the major goal of all personnel in the school system must be the improvement of instruction. He further concluded that the materials utilization practices of teachers are more effective if they participate and cooperate with the audio-visual staff in planning the audio-visual

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[7]Amo DeBernardis, "A Study of Audio-Visual Education in Oregon's Public Schools" (unpublished Ed.D. dissertation, University of Oregon, 1951).

[8]Connecticut, State Department of Education, A Survey of Audio-Visual Education in Connecticut Public Schools (Hartford: State Department of Education, 1951).

program.[9]

Fulton, in 1955, made a study of the state-wide audio-visual program in Oklahoma. In this study criteria were developed which were used as a basis for the evaluation of the state audio-visual program. The investigation was confined to a study of six major aspects of the organization and administration of the Oklahoma audio-visual program. Each major aspect includes several elements and activities which were reported to be characteristic of state-wide audio-visual programs. Fulton evaluated thirty-seven characteristics of the state audio-visual program which were grouped under the following six major aspects of the state program: (1) organization and administration, (2) teacher education, (3) dissemination of audio-visual information, (4) research and evaluation, (5) tax support, and (6) film distribution. Of the thirty-seven audio-visual program elements evaluated, Fulton found twenty-three to be strong, nine were weak, four were neither weak nor strong, and one did not apply. Among recommendations made by Fulton were: (1) that local schools and counties provide for adequate coordination of audio-visual activities within their schools by appointing qualified coordinators on a part-of-teaching-load basis, (2) that local schools and counties provide for periodic self-evaluation of their audio-visual activities on a definitely planned basis, (3) that instructors of audio-visual courses encourage teachers and administrators to do research in the audio-visual field, and that school administrators encourage teachers to do local studies on problems relating to the audio-visual field, and

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[9]William Judson Darden, "A Study of Audio-Visual Education in Selected County Audio-Visual Centers" (unpublished Ed.D. dissertation, Columbia University, 1953).

(4) that state appropriations for audio-visual purposes permit the use of such funds for film rentals.[10]

Kemp, in 1956, investigated nine school systems in the North Central Association for the purpose of studying their materials production activities. He analyzed the extent to which the schools were producing audio-visual materials and made recommendations for the improvement of production services. The particular areas of the materials production programs that were studied included: (1) administrative organization, (2) purposes for which materials were produced, (3) personnel involved in materials production, (4) physical facilities provided for production, (5) production equipment, (6) types of materials produced, (7) finances for materials production, (8) self-evaluation of production activities, and (9) plans for further expansion of production activities. Kemp found that audio-visual personnel in the schools studied were not well trained in production techniques, and little use was made of consultative help that might be available. The audio-visual personnel in the schools were not given enough released time from other duties to carry out extensive production activities. Teachers were given very little in-service education in the production of simple instructional material. Kemp further found that the schools included in the study did not show evidence of clear policies and procedures for determining materials which were to be produced. He also found that financial support was inadequate for extensive materials production programs in

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[10]William Ray Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program" (unpublished Ed.D. dissertation, Oklahoma Agricultural and Mechanical College, 1955).

the schools.[11]

Barnes, in 1960, conducted a study to identify administrative principles and operational procedures to serve as guide lines for efficient and economical operation of instructional materials centers in school districts with 5,000 to 10,000 average daily attendance. Six operational functions of materials centers were isolated: (1) fiscal functions, (2) accessioning, (3) inventory, (4) maintenance, (5) personnel, and (6) implementation of plans. Barnes recommended that every effort be made to make it possible for teachers and students to identify and obtain materials without unreasonable effort. She further recommended that teachers be encouraged to use a wide variety of materials and resources and that provisions be made to inform teachers of the availability of such materials.[12]

Pearson, in 1961, conducted a survey of audio-visual programs in the Minnesota public schools. His study was based on data gathered from a state-wide sample of schools of all sizes. The data relating to this study were gathered during the 1959-60 school year. The following findings of the Pearson study have significant implications for this study: (1) larger schools tend to have better audio-visual programs than smaller schools, (2) schools which grant released time to audio-visual directors from other school duties tend to have better audio-visual programs than those schools which do not grant released time,

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[11]Jerrold Edwin Kemp, "Audio-Visual Production Activities in Selected School Systems with Recommendations for Improvement" (unpublished Ed.D. dissertation, Indiana University, 1956).

[12]Virginia C. Barnes, "The Organization and Administration of the Instructional Materials Centers in Medium-Sized School Districts" (unpublished Ed.D. dissertation, Stanford University, 1960).

(3) the role of the audio-visual director was not well defined, (4) teachers were not well trained in the use of audio-visual materials and equipment, and (5) few schools had an audio-visual budget.[13]

Godfrey, in 1962, directed a nation-wide study in which 11,000 educational personnel in 247 school districts participated by means of questionnaire responses. Questionnaires were designed to elicit responses in the areas of facilities, use, and opinions. Findings included such things as: (1) collections of audio-visual material were highly variable in type and amount, (2) coordinators were employed in ninety per cent of the schools on a part-time basis, (3) teachers more often used audio-visual materials as supplemental teaching aids than as an integral part of the teaching process, and (4) elementary teachers were found to use audio-visual materials more frequently than secondary teachers.[14]

Jones, in 1963, conducted a study to identify common practices of audio-visual directors in school systems in the North Central Association that were believed to have had superior audio-visual programs. Among conclusions reached by Jones were: (1) the media program is more effective when the director's activities are closely integrated with the administrator's efforts for improvement of the instructional program, (2) the director's professional training indicated greater knowledge of audio-visual competencies and techniques than was being utilized, (3) opportunities for instructional uses of newer media such as television

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[13]Neville P. Pearson, "Organization and Use of Audio-Visual Education in Minnesota Public Schools" (unpublished Ed.D. dissertation, University of Minnesota, 1961).

[14]Eleanor P. Godfrey, Audio-Visual Programs in the Public Schools (Washington, D. C.: Bureau of Social Science Research, Inc., 1962).

and language laboratories were inadequate, and (4) in many cases adequate time, clerical and technical help were not provided.[15]

The New York State Department of Education, in 1963, conducted a study to determine methods for improving the distribution and utilization of educational films. The study deals with: (1) the general historical importance of instructional films, (2) the importance, use, cost, and distribution of instructional films to teachers of New York State, and (3) audio-visual programs in other states. Recommendations were made for the state department of education to create more conducive conditions for the use of educational films.[16]

Knowlton, in 1963, conducted a study to obtain data which would encourage more extensive use of audio-visual materials in the high schools of Indiana. Responses were gathered from areas such as information dissemination to teachers concerning the use of audio-visual materials and teacher attitudes toward audio-visual devices and materials. The results of the study revealed that: (1) attitudes toward the use of films do not relate to audio-visual aids in general, and (2) the particular subject taught is an important factor in using audio-visual aids.[17]

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[15]Wilbur Charles Jones, "The Practices, Duties and Responsibilities of the Audio-Visual Director in Selected School Systems of the North Central Association" (unpublished Ed.D. dissertation, University of Oklahoma, 1963).

[16]New York, State Department of Education, A Survey of and Plans for Improved Utilization of the Educational Film in the Schools of New York State (Albany: State Department of Education, 1963).

[17]James Q. Knowlton, Studies of Patterns of Influence in the School Situation as They Affect the Use of Audio-Visual Materials (Bloomington: Indiana University, Division of Educational Media, 1963).

An investigation was made by Lindeman, in 1965, for the purposes of evaluating the state audio-visual program in Utah, and formulating recommendations for improvement. The jury method was used to develop criteria and standards which were used as a basis for evaluating the state-wide program. Findings in the Lindeman study showed that the Utah schools were below the standards that were recommended by the jury for materials and equipment, for audio-visual centers, and school buildings. He further found that audio-visual centers which served individual buildings were more adequately equipped in terms of the criteria and standards than were centers which served the entire school system. The study found that not a sufficient number of audio-visual personnel were found in the schools to meet the standards. Full-time directors were found in only fourteen per cent of the schools and none were found to be full-time in the capacity of building coordinator. Lindeman found that the superintendents of the schools within the study generally agreed with the standards and criteria that were recommended by the jury, but very few were actually implementing them.[18]

Teague, in 1966, completed a study in which he evaluated the current status and functions of educational media programs in 532 Oklahoma public high school districts. The study involved four major steps: (1) the gathering of data concerning the quantitative status and functions of educational media programs in Oklahoma public schools, county units, and regional media distribution centers, (2) the appraising of the quantitative status of educational media programs in Oklahoma

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[18]LeRoy Russell Lindeman, "Recommendations for An Audio-Visual Program for the State of Utah" (unpublished Ed.D. dissertation, Brigham Young University, 1965).

public schools in relation to the Department of Audio-Visual Instruction standards, (3) the evaluation of media programs in relation to established criteria relating to desirable media programs, and (4) the formulation of recommendations for improvement in areas which were found to be weak in relation to established criteria and standards. Among the recommendations made were: (1) that efforts be made to achieve a greater commitment of administrators and teachers to the use of a wide variety of media, (2) that greater utilization of media be encouraged in Oklahoma public schools, (3) that educational media be better located and distributed in the schools, (4) that better physical facilities which make possible better use of educational media be provided in all classrooms, and (5) that substantial increases be made in educational media personnel in the schools.[19]

The Teague study is of particular importance to this study because it included an aspect concerning an evaluation of the qualitative standards in the Oklahoma public schools that are also involved in this study.

Bloodworth, in 1967, completed the direction of a nation-wide study that was designed to encourage further effective use of educational technology by locating various types of programs of new or improved methods of instruction for visitation purposes. Data were gathered through the sending of a questionnaire to 12,229 school systems as well as from recommendations that were solicited from the staff of state departments of education, officers of state audio-visual associations,

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[19]Fred A. Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools" (unpublished Ed.D. dissertation, University of Oklahoma, 1966).

and from members of the state survey team, concerning schools using media in innovative programs. The Fulton instrument for self-evaluating an educational media program was used in determining the quality of the educational media program of the schools in the study. Findings of the study include: (1) better classroom utilization of instructional materials result in schools employing a full-time media specialist, (2) many innovative programs are in operation because of federal funds, (3) out of 2,098 respondents, less than one in five employed an audio-visual director full-time during 1965-66; one school in four employed an audio-visual person with part-time responsibilities; and more than one-half of the schools reported that no single person was in charge of their audio-visual program, and (4) instructional materials centers under the direction of librarians without audio-visual training tended to be print-oriented with little dissemination of information to teachers on the use of audio-visual materials in instruction. Recommendations that were made in this study include: (1) that efforts be made at the state level to engage in a biennial updating of information concerning innovative uses of educational technology within a state, (2) that federal funds be made available to a national agency to whom individuals and agencies would be expected to turn for information on the location and use of educational technology and related data, and (3) that a report be made concerning schools in the survey of those buildings whose architectural design has influenced the use of educational technology and that this report be disseminated to those persons engaged in school plant planning.[20]

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[20]Mickey Bloodworth, Highlights of Schools Using Educational Media (Washington, D. C.: Department of Audio-Visual Instruction, NEA, 1967).

The Bloodworth study is of particular importance to this study because it included an evaluation of audio-visual activities in Oklahoma as well as all of the other states.

In the literature investigated, there appeared to be certain program elements which seemed to be common to most of the studies. The studies varied widely in organization as well as geographic area and in the time in which they were conducted. The different aspects included in the scope of this study tend to encompass all major areas that have been used as indicators of program adequacy and audio-visual utilization in previous investigations.

CHAPTER III

PROCEDURES FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

The purposes for Chapter III are to describe the method used in the selection of the participants in the sample, the procedures used to collect the data, the instruments used in the gathering of the data, the methods used to analyze the data, and the criteria which influenced the formulation of evaluative judgments.

Collecting the Data

This study was an investigation of the quality of educational media programs in the Oklahoma public schools with special emphasis on the extent to which educational media are used in teaching in the Oklahoma public schools. Due to the magnitude of a state-wide survey, this study was limited to the 460 public high school districts of the 1968-69 school year.

In the solution of the problem identified in this study data from two sources were needed: (1) the superintendents or educational media directors from each of the 460 public high school districts in Oklahoma, and (2) a random sample of teachers within the 460 public high school districts in Oklahoma.

The 460 superintendents who were involved in this study were selected from the Oklahoma Educational Directory for 1968-69. Only those superintendents from independent districts which contained elementary and high schools were selected to receive the evaluative instruments.

The teachers who were involved in this study were chosen at random from the 460 public high school districts in Oklahoma. Information relating to all public school teachers in Oklahoma was placed on computer cards and fed into the computer. This means of selecting the sample of teachers proved to save a great deal of time as well as producing an unbiased sample.

Two instruments were used to collect the data. A revised form of Fulton's Evaluative Checklist for school systems was sent to all of the superintendents or educational media directors in the 460 public high school districts. Totten and Fulton's instrument for evaluating the use of educational media, in revised form, was sent to the randomly selected group of teachers in the 460 public high school districts.

The Evaluative Checklist

Fulton's Evaluative Checklist in revised form was used to collect data needed to evaluate the status and functions of educational media programs in Oklahoma public schools.

The Fulton checklist was slightly revised to include certain elements that were not included in the original instrument. Revisions to the checklist were made on the basis of consultations with the writer's doctoral advisor. A tentative draft of the revised evaluative checklist was prepared and then pilot tested to determine if all items were clear and understandable. The pilot test sample consisted of fifteen school administrators and graduate students in school administration. All members of the pilot test sample discussed the revised checklist after it had been administered. All of the items on the evaluative checklist appeared to be understood by the pilot test participants. Suggestions

were given by members of the pilot sample to further clarify the categories being evaluated on the profile sheet. This change to the profile sheet was made in the evaluative checklist on the basis of pilot test results. The Evaluative Checklist for Public Schools appears in Appendix B.

When reference is made to the evaluative checklist in the remainder of this study, it should be understood that the checklist in reference is the revised form of the Fulton Evaluative Checklist rather than the original instrument. This is done in an effort to improve readability.

The Evaluative Checklist is based on Criteria Relating to Educational Media Programs in School Systems developed by Fulton. Data regarding the validity of the criteria and Evaluative Checklist are given in the final report of the research project in which they were developed.[1]

The Evaluative Checklist was used to draw responses from officials in public schools regarding the strength of the twenty-two media program elements included in the scope of this study. The Evaluative Checklist which contains criteria concerning each major aspect of the checklist was distributed to the superintendents of the 460 public high school districts in Oklahoma.

Each Evaluative Checklist item consists of descriptions of educational media programs operating at four levels of media program adequacy. The description of the "upper" level of media program adequacy represents optimum criteria by which the particular element of the media program is judged. The description of the "middle" level of media program adequacy

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[1]W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs" (unpublished research report, University of Oklahoma, 1966), pp. 34-35.

falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria. The description of the "undeveloped" level of program adequacy refers to a situation in which no criteria are met. This range falls into the "weak" range of media program adequacy on the profile sheet in Chapter V.

The following is a sample item from the revised Fulton Evaluative Checklist:

Consultative Services in Educational Media Utilization

[1] [2] [3] There are no educational media personnel available to provide for consultative services.

[4] [5] [6] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[7] [8] [9] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[10] [11] [12] Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

The Evaluative Checklist provided an opportunity for each respondent to rate his program at one of four levels of program adequacy under each item. Each level contains three places to check, giving the respondent an opportunity to rate each element as being at any one of twelve places on a scale from weak to strong.

Elements of the program which were checked by the respondents as being in the "undeveloped" range of media program adequacy (1 to 3) were considered not to have that segment of their program established. It would therefore be categorized in the weak range of media program adequacy on the profile sheet in Chapter VI. Elements which were checked as

being in the "lower" range of media program adequacy (4 to 6) were considered weak. Elements which were checked as being in the "middle" range of media program adequacy (7 to 9) were considered neither weak nor strong. Elements which were checked as being in the "upper" range of media program adequacy (10 to 12) were considered strong.

The Media Utilization Checklist

Totten and Fulton's Utilization Checklist in revised form was used to collect data needed to evaluate the extent to which educational media are used in teaching in the Oklahoma public schools, to analyze judgments of teachers relative to how well they are using educational media, and to determine the availability of educational media to teachers.

The Totten and Fulton Utilization Checklist was slightly revised to include certain major aspects and program elements that were not included in the original instrument. Revisions to the utilization checklist were made on the basis of consultations with the writer's doctoral advisor. A tentative draft of the revised utilization checklist was prepared and then pilot tested to determine if all items were clear and understandable. The pilot test sample consisted of eighteen public school teachers and graduate students in teacher education. All members of the pilot test sample discussed the revised utilization checklist after it had been administered. All of the items on the utilization checklist appeared to be understood by the pilot test participants and no suggestions were given for further clarification. The Checklist for Evaluating the Use of Educational Media appears in Appendix C.

When reference is made to the utilization checklist in the remainder of this study, it should be understood that the checklist in reference

is the revised form of the Totten and Fulton Checklist for Evaluating the Use of Educational Media rather than the original instrument. This is done in an effort to improve clarity.

The Evaluative Checklist for Evaluating the Use of Educational Media was developed by Totten and Fulton for use in a doctoral study at the University of Oklahoma. The jury method was used in the construction of the checklist. Data regarding the validity of the criteria and the utilization checklist are given in the dissertation in which they were developed.[2]

The Utilization Checklist was used to draw responses from teachers in public schools regarding the use of the nineteen media program elements included in the scope of this study. The Utilization Checklist which contains criteria concerning each major aspect of the checklist was distributed to the 460 randomly selected teachers in Oklahoma.

Each Utilization Checklist item consists of descriptions of four ranges of educational media utilization. The description of the "non-usage" range of media utilization (1 to 3) refers to a situation in which no criteria are met and no apparent utilization of media is made in teaching. The "non-usage" range is categorized as being in the "weak" section of the utilization profile sheet in Chapter VI. The description of the "lower" range of media utilization (4 to 6) represents usage that falls far below the criteria relating to proper utilization. The description of the "middle" range of media utilization (7 to 9) represents usage

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[2]Herman Lavon Totten, "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited American Graduate Library Schools" (unpublished Ph.D. dissertation, University of Oklahoma, 1966), pp. 20-62.

that falls below the criteria relating to proper utilization. The description of the "upper" range of media utilization (10 to 12) represents optimum criteria by which the particular element of usage is judged.

The following is a sample item from the revised Totten and Fulton Utilization Checklist:

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

[1] [2] [3] In my teaching situation, recordings are never used to enliven, enhance, 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.

[7] [8] [9] In my teaching situation, recordings are occasionally used to enliven, enhance, and vivify impressions of material being presented.

[10] [11] [12] In my teaching situation, recordings are often used to enliven, enhance, and vivify impressions of materials being presented.

Responses

The Evaluative Checklist, along with a cover letter, was distributed to the superintendents in the 460 public high school districts in Oklahoma. The Evaluative Checklist was completed and returned by 302, or 68 per cent, of the school systems, as shown in Table 1. A copy of the cover letter sent with the Evaluative Checklist is found in Appendix D.

The Utilization Checklist, along with a cover letter, was sent to the randomly selected public school teachers in the 460 public high school districts in Oklahoma. The Utilization Checklist was completed

and returned by 245, or 53 per cent, of the randomly selected public school teachers, as shown in Table 1. A copy of the cover letter sent with the Utilization Checklist appears in Appendix E.

TABLE 1

NUMBER AND PERCENTAGE OF SUPERINTENDENTS RESPONDING TO THE EVALUATION CHECKLIST AND TEACHERS RESPONDING TO THE UTILIZATION CHECKLIST

Type of Respondent	Number in Population	Number of Responses	Per Cent Responding
Superintendents (Evaluation)	460	302	68
Teachers (Utilization)	460	245	53

Table 2 shows the percentages of respondents which returned questionnaires before and after follow-up letters. When the Evaluative Checklist and cover letter were sent to the superintendents, fifty-six per cent replied without a follow-up letter. After the follow-up letter, twelve per cent more replied, making a total return of sixty-eight per cent on the Evaluative Checklist. A copy of the follow-up letter concerning the Evaluative Checklist that was sent to the superintendents appears in Appendix F.

When the Utilization Checklist and cover letter were sent to the teachers, thirty-two per cent replied without a follow-up letter. After the follow-up letter, twenty-one per cent more replied, making a total return of fifty-three per cent on the Utilization Checklist. A copy of the follow-up letter concerning the Utilization Checklist that was sent to the teachers appears in Appendix G.

TABLE 2

PERCENTAGE OF SUPERINTENDENTS RESPONDING TO THE EVALUATION CHECKLIST AND TEACHERS RESPONDING TO THE UTILIZATION CHECKLIST, BEFORE AND AFTER FOLLOW-UP LETTERS

Type of Respondent	Per Cent of Return		
	Before Follow-Up Letter	After Follow-Up Letter	Total Per Cent Responding
Superintendents (Evaluation)	56	12	68
Teachers (Utilization)	32	21	53

Enrollment Size Categories

Five enrollment size categories were established for the purposes of this study. The enrollment size categories that were established are shown in Table 3. The 369 schools which were in the category of 999 or less included 8,010 teachers and 148,456 students. The 1,000 to 4,999 enrollment size category contained 79 schools with 7,177 teachers and 164,289 students. Included in the 5,000 to 9,999 enrollment size category are 7 schools with 2,288 teachers and 56,376 students. The 10,000 to 19,999 enrollment size category included 3 schools with 2,302 teachers and 56,130 students. The 20,000 or above enrollment size category included 2 schools with 5,886 teachers and 153,125 students. Table 3 shows a total of 25,663 teachers and 578,376 students included in the 460 public schools involved in this study.

The number and percentage of Oklahoma public schools completing the Evaluative Checklist appears in Table 4. In the enrollment size category of 999 or less, there were 369 schools of which 232 schools

responded. This reflects a 63 per cent response. In the 1,000 to 4,999 enrollment size category, 73 per cent, or 58 of the 79 schools, responded. In the 5,000 to 9,999 enrollment size category, 100 per cent, or all 7 schools, responded. In the 10,000 to 19,999 enrollment size category, 100 per cent, or all 3 schools, responded. In the 20,000 or above enrollment size category, 100 per cent, or both schools, responded. A total of 68 per cent, or 302 of the 460 schools in the sample, completed the Evaluative Checklist.

TABLE 3

NUMBER OF SCHOOLS, TEACHERS, AND STUDENTS IN THE VARIOUS ENROLLMENT SIZE CATEGORIES

Enrollment Size Category	Number of Schools in Sample	Number of Teachers in Sample	Number of Students in Sample
999 or less	369	8,010	148,456
1,000 to 4,999	79	7,177	164,289
5,000 to 9,999	7	2,288	56,376
10,000 to 19,999	3	2,302	56,130
20,000 or above	2	5,886	153,125
Total	460	25,663	578,376

The number and percentage of Oklahoma public schools completing the Utilization Checklist appears in Table 5. In the 999 or less enrollment size category, 49 per cent, or 179 of the 369 schools, responded. In the 1,000 to 4,999 enrollment size category, 70 per cent, or 54 of the 79 schools, responded. In the 5,000 to 9,999 enrollment size category

100 per cent, or all 7 schools, responded. In the enrollment size category of 10,000 to 19,999, there were 3 schools in which all, or 100 per cent, responded. In the 20,000 or above enrollment size category, 100 per cent, or both schools, responded. A total of 53 per cent, or 245 of the 460 schools in the sample, completed the Utilization Checklist.

TABLE 4

NUMBER AND PERCENTAGE OF OKLAHOMA SCHOOLS COMPLETING THE EVALUATIVE CHECKLIST

Enrollment Size Category	Number of Schools in Sample	Number of Schools Responding	Per Cent of Schools Responding
999 or less	369	232	63
1,000 to 4,999	79	58	73
5,000 to 9,999	7	7	100
10,000 to 19,999	3	3	100
20,000 or above	2	2	100
Total	460	302	68

Procedures Used to Evaluate Educational Media Programs

The formulation of evaluative judgments relative to the Evaluative Checklist was developed from the data that were returned by the respondents in the Oklahoma public schools. An evaluative judgment was made for each of the twenty-two program elements in regard to the criteria for media program adequacy.

Schools in a given enrollment size category were judged as being relatively weak in regard to the criteria by which each program element

was evaluated if more schools were judged by respondents as being in either the undeveloped or lower ranges of media program adequacy than in the middle or upper ranges on the Evaluative Checklist.

TABLE 5

NUMBER AND PERCENTAGE OF OKLAHOMA SCHOOLS COMPLETING THE UTILIZATION CHECKLIST

Enrollment Size Category	Number of Schools in Sample	Number of Schools Responding	Per Cent of Schools Responding
999 or less	369	179	49
1,000 to 4,999	79	54	70
5,000 to 9,999	7	7	100
10,000 to 19,999	3	3	100
20,000 or above	2	2	100
Total	460	245	53

Schools in a given enrollment size category were judged as being relatively neither weak nor strong in regard to the criteria by which each program element was evaluated if more schools were judged by respondents as being in the middle range of media program adequacy than in the undeveloped, lower, or upper ranges on the Evaluative Checklist.

Schools in a given enrollment size category were judged as being relatively strong in regard to the criteria by which each program element was evaluated if more schools were judged by respondents as being in the upper range of media program adequacy than in the undeveloped, lower, or middle ranges on the Evaluative Checklist.

Procedures Used to Evaluate Educational Media Utilization

The formulation of evaluative judgments relative to the Utilization Checklist was developed from the data that were returned by the respondents in the Oklahoma public schools. An evaluative judgment was made for each of the nineteen utilization elements in regard to the criteria for media utilization.

Schools in a given enrollment size category were judged as being relatively weak in regard to the criteria by which each media utilization element was evaluated if more schools were judged by respondents as being in either the non-usage or lower ranges of media utilization than in the middle or upper ranges on the Utilization Checklist.

Schools in a given enrollment size category were judged as being neither weak nor strong in regard to the criteria by which each media utilization element was evaluated if more schools were judged by respondents as being in the middle range of media utilization than in the non-usage, lower, or upper ranges on the Utilization Checklist.

Schools in a given enrollment size category were judged as being relatively strong in regard to the criteria by which each media utilization element was evaluated if more schools were judged by respondents as being in the upper range of media utilization than in the non-usage, lower, or middle ranges on the Utilization Checklist.

Judgmental conclusions concerning the strength of each media element of the Evaluative Checklist and the Utilization Checklist are presented in Chapter IV and Chapter V. An analysis of the judgments made by the respondents of all the schools in each enrollment size category that relate to each element of the Evaluative Checklist and the Utilization

Checklist appears in Chapter VI. This analysis was made by making a composite average of each individual response from each respondent on the two checklists. From this analysis a composite profile was made relating to the schools within each enrollment size category of both checklists, as seen in Chapter VI, Figures 1 through 10.

Formulation of Recommendations

Data gathered for this study were used as a basis for developing recommendations for improving educational media programs and the utilization of media in the public schools of Oklahoma. The recommendations appear in Chapter VI.

CHAPTER IV

ANALYSIS AND EVALUATION OF DATA RELATED TO THE EDUCATIONAL MEDIA PROGRAM

The purpose of Chapter IV is to present an analysis and evaluation of data obtained from Oklahoma public schools concerning educational media programs. An analysis and evaluation of each media program element included within the scope of the study will be presented.

The evaluation of educational media programs in the Oklahoma public schools is organized around six major aspects of educational media programs: (1) School System Educational Media Services, which deals with the commitment of the administration and faculty toward the provision for a media program, (2) Educational Media Services for Curriculum and Instruction, (3) the Educational Media Center, (4) Physical Facilities for Educational Media, (5) Budget and Finance of the Educational Media Program, and (6) Educational Media Staff.

Evaluation of School System Educational Media Services

Section I of the Evaluative Checklist contains five educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward the provision for a media program. An evaluation of the five educational media program elements relating to Section I of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents

as being at each of the four ranges of media program adequacy is shown in Table 6.

The evaluation of school system educational media services was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element I-A: Commitment to the Media Program

The Data. Element I-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the provision of a school system educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 6 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 6 indicates that 58 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 26 per cent in the lower range, 15 per cent in the middle range, and 1 per cent in the upper range of media program adequacy. Forty-five per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 29 per cent in the lower range, 24 per cent in the middle range, and 2 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media

TABLE 6

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF SCHOOL SYSTEM MEDIA SERVICES

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2[b]
I-A Commitment to the Media Program	58	45	0	0	0	26	29	29	33	0	15	24	71	33	50	1	2	0	34	50
I-B Commitment to Educational Media as Integral Parts of Instruction	31	23	0	0	0	8	9	0	0	0	48	59	71	66	100	13	9	29	34	0
I-C Commitment to Providing Educational Media Facilities	36	17	14	0	0	28	29	28	0	50	27	35	44	100	50	9	19	14	0	0
I-D Commitment to Financing the Educational Media Program	16	8	0	0	0	37	31	14	0	0	34	47	57	66	100	13	14	29	34	0
I-E Commitment to Staffing Educational Media Program	55	33	0	0	0	31	36	0	0	0	14	28	100	50	50	0	3	0	50	50

Source: Evaluative Checklist, Section I.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

program adequacy, 29 per cent judged their schools as being in the lower range, 71 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program adequacy, 33 per cent of the respondents judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent of the respondents judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped range or the lower range of media program adequacy, 50 per cent judged their schools in the middle range, and 50 per cent of the respondents judged their schools as being in the upper range of media program adequacy on Element I-A.

Evaluation. The data cited indicate that the 290 schools with enrollments of less than 5,000 were generally weak in the commitment of administrators and faculty to the provision of school system educational media programs. The data further indicate that the 10 schools with enrollments of 5,000 to 19,999 were generally neither weak nor strong in their commitment and that the 2 schools with enrollments of 20,000 or above appeared to be relatively strong in the commitment of administrators and faculty to the provision of school system educational media programs.

Element I-B: Commitment to Educational Media as Integral Parts of Instruction

The Data. Element I-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty

to the provision and use of educational media as integral parts of the school system instructional program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 6 reveals that 31 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 8 per cent in the lower range, 48 per cent in the middle range, and 13 per cent in the upper range of media program adequacy. Twenty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 9 per cent in the lower range, 59 per cent in the middle range, and 9 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range or the lower range of media program adequacy, 71 per cent judged their schools in the middle range, and 29 per cent judged their schools in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range or the lower range of media program adequacy, 66 per cent judged their schools in the middle range, and 34 per cent judged their schools in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, the lower, or the upper ranges of media program adequacy. One hundred per cent of the respondents judged their schools as being in the middle range.

Evaluation. The data cited relate that the 302 schools in all the enrollment size categories were generally neither weak nor strong in the commitment of administrators and faculty to the provision and use of educational media as integral parts of the school system instructional program.

Element I-C: Commitment to Providing Educational Media Facilities

The Data. Element I-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing educational media facilities. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 6 shows that 36 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 28 per cent in the lower range, 27 per cent in the middle range, and 9 per cent in the upper range of media program adequacy. Seventeen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 29 per cent in the lower range, 35 per cent in the middle range, and 19 per cent in the upper range of media program adequacy.

Fourteen per cent of the schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 28 per cent in the lower range, 44 per cent in the middle range, and 14 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped, the lower, or the upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or upper ranges, 50 per cent of the respondents judged their schools as being in the lower range, and 50 per cent in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 232 schools with enrollments of 999 or less were generally weak in the commitment of administrators and faculty to providing educational media facilities. The data further reveal that the 70 schools with enrollments of 1,000 or more were generally neither weak nor strong in the commitment of administrators and faculty to providing educational media facilities.

Element I-D: Commitment to Financing the Educational Media Program

The Data. Element I-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to financing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 6 indicates that 16 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 37 per cent in the lower range, 34 per cent in the middle range, and 13 per cent in the upper range of

media program adequacy. Eight per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 47 per cent in the middle range, and 14 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 14 per cent judged their schools as being in the lower range, 57 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range or the lower range of media program adequacy, 66 per cent judged their schools as being in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, the lower, or the upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range.

Evaluation. The data cited disclose that the 232 schools with enrollments of 999 or less were generally weak in the commitment of administrators and faculty to financing the educational media program. The data further disclose that the 70 schools with enrollments of 1,000 or more were generally neither weak nor strong in the commitment of administrators and faculty to financing the educational media program.

Element I-E: Commitment to Staffing Educational Media Program

The Data. Element I-E of the Evaluative Checklist is designed to

elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to staffing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 6 reveals that 55 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 14 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy. Thirty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 36 per cent in the lower range, 28 per cent in the middle range, and 3 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range or the lower range of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped range or the lower range of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the

upper range of media program adequacy.

Evaluation. The data cited indicate that the 290 schools with enrollments of 4,999 or less were generally weak in the commitment of administrators and faculty to staffing the educational media program. The data further indicate that the 7 schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong and that the 5 schools with enrollments of 10,000 or more were generally strong in the commitment of administrators and faculty to staffing the educational media program.

Evaluation of Educational Media Services for Curriculum and Instruction

Section II of the Evaluative Checklist contains four educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward providing educational media services for curriculum and instruction. An evaluation of the four educational media program elements relating to Section II of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 7.

The evaluation of school system educational media services for curriculum and instruction was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element II-A: Consultative Services in Educational Media Utilization

The Data. Element II-A of the Evaluative Checklist is designed

TABLE 7

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA SERVICES FOR CURRICULUM AND INSTRUCTION

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	232[b]	58	7	3	2	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2
II-A Consultative Services in Educational Media Utilization	65	43	0	0	0	25	27	14	33	0	8	21	72	67	100	2	9	14	0	0
II-B In-service Education in Educational Media Utilization	28	12	0	33	0	52	50	0	0	0	19	29	86	67	50	1	9	14	0	50
II-C Faculty-Student Use of Educational Media	34	2	0	0	0	26	3	0	0	0	56	69	57	33	100	14	26	43	67	0
II-D Involvement of Media Staff in Planning	70	43	0	0	0	12	16	28	33	0	16	38	43	33	50	2	3	29	34	50

Source: Evaluative Checklist, Section II.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing consultative services in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 7 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 7 shows that 65 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 25 per cent in the lower range, 8 per cent in the middle range, and 2 per cent in the upper range of media program adequacy. Forty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 27 per cent in the lower range, 21 per cent in the middle range, and 9 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 14 per cent judged their schools as being in the lower range, 72 per cent in the middle range, and 14 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range or the upper range of media program adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the

middle range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 290 schools with enrollments of 4,999 or less were generally weak in the commitment of administrators and faculty in providing consultative services in educational media utilization. The data further reveal that the 12 schools with enrollments of 5,000 or more were generally neither weak nor strong in the commitment of administrators and faculty in providing consultative services in educational media utilization.

Element II-B: In-service Education in Educational Media Utilization

The Data. Element II-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for in-service education in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 7 indicates that 28 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 52 per cent in the lower range, 19 per cent in the middle range, and 1 per cent in the upper range of media program adequacy. Twelve per cent of the respondents in schools

with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 50 per cent in the lower range, 29 per cent in the middle range, and 9 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or lower ranges, 86 per cent judged their schools as being in the middle range, and 14 per cent in the upper range of media program adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 67 per cent judged their schools as being in the middle range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited relate that the 290 schools with enrollments of 4,999 or less were generally weak in the commitment of the administration and faculty in providing in-service education in educational media utilization. The data further relate that the 10 schools with enrollments of 5,000 to 19,999 were generally neither weak nor strong and that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of the administration and faculty in providing in-service education in educational media utilization.

Element II-C: Faculty-Student Use of Educational Media

The Data. Element II-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to faculty-student use of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 7 shows that 34 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 26 per cent in the lower range, 56 per cent in the middle range, and 14 per cent in the upper range of media program adequacy. Two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range, 3 per cent in the lower range, 69 per cent in the middle range, and 26 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or lower ranges, 57 per cent judged their schools as being in the middle range, and 43 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or upper ranges. One hundred per cent of the respondents in this size category judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited relate that the 297 schools with enrollments of 9,999 or less were generally neither weak nor strong in the commitment of administrators and faculty to faculty-student use of

educational media. The data further relate that the 3 schools with enrollments of 10,000 to 19,999 were generally strong and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of the administration and faculty to faculty-student use of educational media.

Element II-D: Involvement of Media Staff in Planning

The Data. Element II-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in the involvement of media staff in planning. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 7 reveals that 70 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 12 per cent in the lower range, 16 per cent in the middle range, and 2 per cent in the upper range of media program adequacy. Forty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 16 per cent in the lower range, 38 per cent in the middle range, and 3 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range, 28 per cent judged their schools as being in the lower range, 43 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000

to 19,999 judged their schools as being in the undeveloped range of media program adequacy, 33 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited indicate that the 290 schools with enrollments of 4,999 or less were generally weak in the commitment of the administration and faculty in the involvement of media staff in planning. The data further indicate that the 10 schools with enrollments of 5,000 to 19,999 were generally neither weak nor strong and that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of the administration and faculty in the involvement of media staff in planning.

Evaluation of the Educational Media Center

Section III of the Evaluative Checklist contains six educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward providing for the educational media center. An evaluation of the six educational media program elements relating to Section III of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 8.

The evaluation of school system educational media centers was based

TABLE 8

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF THE EDUCATIONAL MEDIA CENTER

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2[b]
III-A Location and Accessibility of Educational Media	52	31	0	0	0	17	22	0	0	0	20	26	71	33	50	11	21	29	67	50
III-B Dissemination of Media Information	11	7	0	0	0	13	7	0	33	0	58	59	57	33	50	18	27	43	34	50
III-C Availability of Educational Media	13	3	0	0	0	37	16	14	33	0	42	69	86	33	100	8	12	0	34	0
III-D Storage and Retrieval of Media	21	7	0	0	0	56	62	57	0	0	21	24	29	66	100	2	7	14	34	0
III-E Maintenance of Media	28	7	0	0	0	57	52	43	33	0	10	31	29	0	0	5	10	29	67	100
III-F Production of Media	22	14	0	0	0	60	57	57	33	50	15	22	43	0	50	3	7	0	67	0

Source: Evaluative Checklist, Section III

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element III-A: Location and Accessibility of Educational Media

The Data. Element III-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the location and accessibility of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 8 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 8 indicates that 52 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 17 per cent in the lower range, 20 per cent in the middle range, and 11 per cent in the upper range of media program adequacy. Thirty-one per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 22 per cent in the lower range, 26 per cent in the middle range, and 21 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 71 per cent judged their schools as being in

the middle range, and 29 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited reveal that the 290 schools with enrollments of less than 5,000 were generally weak in the commitment of the administration and faculty to the location and accessibility of educational media. The data further reveal that the 7 schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in their commitment and that the 5 schools with enrollments of 10,000 or more appeared to be relatively strong in the commitment of administrators and faculty to the location and accessibility of educational media.

Element III-B: Dissemination of Educational Media

The Data. Element III-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty to the dissemination of media information. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 8 shows that 11 per cent of the respondents in schools with

enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 13 per cent in the lower range, 58 per cent in the middle range, and 18 per cent in the upper range of media program adequacy. Seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 7 per cent in the lower range, 59 per cent in the middle range, and 27 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 57 per cent judged their schools as being in the middle range, and 43 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range, 33 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited relate that the 300 schools with enrollments of 19,999 or less were generally neither weak nor strong in the commitment of the administration and faculty to the dissemination of media information. The data further relate that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of administrators and faculty to the dissemination of media information.

Element III-C: Availability of Educational Media

The Data. Element III-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in making educational media available. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 8 indicates that 13 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 37 per cent in the lower range, 42 per cent in the middle range, and 8 per cent in the upper range of media program adequacy. Three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 16 per cent in the lower range, 69 per cent in the middle range, and 12 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or upper ranges of media program adequacy, 14 per cent judged their schools as being in the lower range, and 86 per cent in the middle range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program adequacy, 33 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the

undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited relate that the 302 schools in the five enrollment size categories appeared to be generally neither weak nor strong in the commitment of the administration and faculty in making educational media available.

Element III-D: Storage and Retrieval of Media

The Data. Element III-D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in providing for the storage and retrieval of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 8 indicates that 21 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 56 per cent in the lower range, 21 per cent in the middle range, and 2 per cent in the upper range of media program adequacy. Seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range, 62 per cent in the lower range, 24 per cent in the middle range, and 7 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 57 per cent judged their schools as being in the lower range, 29 per cent in the middle range, and 14 per cent in the upper

range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 66 per cent judged their schools as being in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 297 schools with enrollments of 9,999 or less were generally weak in the commitment of the administration and faculty in providing for the storage and retrieval of media. The data further reveal that the 5 schools with enrollments of 10,000 or more were generally neither weak nor strong in the commitment of the administration and faculty in providing for the storage and retrieval of media.

Element III-E: Maintenance of Media

The Data. Element III-E of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing maintenance of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 8 shows that 28 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 57 per cent in the lower range, 10 per

cent in the middle range, and 5 per cent in the upper range of media program adequacy. Seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 52 per cent in the lower range, 31 per cent in the middle range, and 10 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 43 per cent judged their schools as being in the lower range, 29 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or middle ranges of media program adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or middle ranges of media program adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the upper range.

Evaluation. The data cited relate that the 290 schools with enrollments of 4,999 or less appeared to be relatively weak in the commitment of the administration and faculty to providing maintenance of media. The data further relate that the 7 schools with enrollments of 5,000 to 9,999 were relatively neither weak nor strong and that the 5 schools with enrollments of 10,000 or more were relatively strong in the commitment of the administration and faculty to providing maintenance of media.

Element III-F: Production of Media

The Data. Element III-F of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for the production of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 8 indicates that 22 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 60 per cent in the lower range, 15 per cent in the middle range, and 3 per cent in the upper range of media program adequacy. Fourteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 57 per cent in the lower range, 22 per cent in the middle range, and 7 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or upper ranges of media program adequacy, 57 per cent judged their schools as being in the lower range, and 43 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or middle ranges of media program adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or

upper ranges of media program adequacy, 50 per cent judged their schools as being in the lower range, and 50 per cent in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 297 schools with enrollments of 9,999 or less were generally weak in the commitment of the administration and faculty in providing for the production of media. The data further reveal that the 7 schools with enrollments of 10,000 to 19,999 were generally strong in the commitment, and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of the administration and faculty in providing for the production of media.

Evaluation of the Physical Facilities for Educational Media

Section IV of the Evaluative Checklist contains two educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward providing physical facilities for educational media. An evaluation of the two educational media program elements relating to Section IV of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 9.

The evaluation of school system physical facilities for educational media was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The Criteria which were developed by Fulton appear in Appendix A.

TABLE 9

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5) 2	(1) 232	(2) 58	(3) 7	(4) 3	(5)[a] 2[b]
IV-A Physical Facilities in Existing Classrooms	15	16	0	0	0	49	31	29	33	50	26	43	71	33	50	10	10	0	34	0
IV-B Physical Facilities in New Classrooms	24	12	0	0	0	34	27	72	0	50	30	35	14	33	50	12	26	14	67	0

Source: Evaluative Checklist, Section IV.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Element IV-A: Physical Facilities in Existing Classrooms

The Data. Element IV-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing physical facilities in existing classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 9 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 9 shows that 15 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 49 per cent in the lower range, 26 per cent in the middle range, and 10 per cent in the upper range of media program adequacy. Sixteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 43 per cent in the middle range, and 10 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or upper ranges of media program adequacy, 29 per cent judged their schools as being in the lower range, 71 per cent in the middle range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program

adequacy, 33 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or upper ranges of media program utilization, 50 per cent judged their schools as being in the lower range, and 50 per cent in the middle range of media program adequacy.

Evaluation. The data cited relate that the 232 schools with enrollments of 999 or less were generally weak in the commitment of the administration and faculty in providing physical facilities in existing classrooms. The data further relate that the 70 schools with enrollments of 1,000 or more were generally neither weak nor strong in the commitment of the administration and faculty in providing physical facilities in existing classrooms.

Element IV-B: Physical Facilities in New Classrooms

The Data. Element IV-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets criteria relating to the commitment of the administration and faculty in providing physical facilities in new classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 9 indicates that 24 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 34 per cent in the lower range, 30 per cent in the middle range, and 12 per cent in the upper range of media program adequacy. Twelve per cent of the respondents in

schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 27 per cent in the lower range, 35 per cent in the middle range, and 26 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 72 per cent judged their schools as being in the lower range, 14 per cent in the middle range, and 14 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or upper ranges of media program adequacy, 50 per cent judged their schools as being in the lower range, and 50 per cent in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 232 schools with enrollments of 999 or less were generally weak in the commitment of the administration and faculty in providing physical facilities in new classrooms. The data further reveal that 58 schools with enrollments of 1,000 to 4,999 were generally neither weak nor strong, the 7 schools with enrollments of 5,000 to 9,999 were generally weak, the 3 schools with enrollments of 10,000 to 19,999 were generally strong, and the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of the administration and faculty in providing physical facilities in new classrooms.

Evaluation of Budget and Finance of the Educational Media Program

Section V of the Evaluative Checklist contains three educational media program elements relating to the commitment of the administration and faculty of the Oklahoma public schools toward the provision for a budget and the financing of the educational media program. An evaluation of the three educational media program elements relating to Section V of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 10.

The evaluation of school system educational media budget and finance was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element V-A: Reporting Financial Needs

The Data. Element V-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the reporting of media program financial needs. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 10 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 10 shows that 17 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped

TABLE 10

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2[b]
V-A Reporting Financial Needs	17	12	0	0	0	49	31	28	0	0	28	52	29	66	100	6	5	43	34	0
V-B Basis for Budget Allocations	28	14	0	0	0	20	12	14	0	0	47	62	72	33	100	5	12	14	67	0
V-C Development of Media Budget	63	29	14	33	0	23	29	43	0	50	9	30	14	0	0	5	12	29	67	50

Source: Evaluative Checklist, Section V.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

range of media program adequacy, 49 per cent in the lower range, 28 per cent in the middle range, and 6 per cent in the upper range of media program adequacy. Twelve per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 52 per cent in the middle range, and 5 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 28 per cent judged their schools as being in the lower range, 29 per cent in the middle range, and 43 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 66 per cent judged their schools as being in the middle range, and 34 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of the schools in this size category judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited relate that the 232 schools with enrollments of 999 or less were generally weak in the commitment of the administration and faculty to the reporting of media program financial needs. The data further relate that the 70 schools with enrollments of 1,000 or above were generally neither weak nor strong in the commitment of the administration and faculty to the reporting of media program financial needs.

Element V-B: Basis for Budget Allocations

The Data. Element V-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to providing a basis for media program budget allocations. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 10 indicates that 28 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 20 per cent in the lower range, 47 per cent in the middle range, and 5 per cent in the upper range of media program adequacy. Fourteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 12 per cent in the lower range, 62 per cent in the middle range, and 12 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range, 72 per cent in the middle range, and 14 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or lower ranges of media program adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped, lower, or upper ranges of media program adequacy. One hundred per cent of this size category

judged their schools as being in the middle range of media program adequacy.

Evaluation. The data cited reveal that the 290 schools with enrollments of 9,999 or less were generally neither weak nor strong in the commitment of the administration and faculty to providing a basis for media program budget allocations. The data further reveal that the 3 schools with enrollments of 10,000 to 19,999 were generally strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of the administration and faculty to providing a basis for media program budget allocations.

Element V-C: Development of Media Budget

The Data. Element V-C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty in providing for the development of a media budget. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 10 shows that 63 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 23 per cent in the lower range, 9 per cent in the middle range, and 5 per cent in the upper range of media program adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 29 per cent in the lower range, 30 per cent in the middle range, and 12 per cent in the upper range of

media program adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 43 per cent in the lower range, 14 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program adequacy, none of the respondents judged their schools as being in the lower or middle ranges, and 67 per cent judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or middle ranges of media program adequacy, 50 per cent judged their schools as being in the lower range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited relate that the 290 schools with enrollments of 9,999 or less were generally weak in the commitment of the administration and faculty in providing for the development of a media budget. The data further relate that the 3 schools with enrollments of 10,000 to 19,999 were generally strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of the administration and faculty in providing for the development of a media budget.

Evaluation of Educational Media Staff

Section VI of the Evaluative Checklist contains two educational media program elements relating to the commitment of the administration

and faculty of the Oklahoma public schools to the presence and functions of the educational media staff. An evaluation of the two educational media program elements relating to Section VI of the Evaluative Checklist is presented here. The percentage of schools judged by the Evaluative Checklist respondents as being at each of the four ranges of media program adequacy is shown in Table 11.

The evaluation of school system educational media staff was based on criteria developed by Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A.

Element VI-A: School System Media Staff

The Data. Element VI-A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the presence and functions of school system educational media staff. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A. Table 11 shows the percentage of schools in each of the five enrollment size categories which were judged by Evaluative Checklist respondents as being in the undeveloped, lower, middle, and upper ranges of media program adequacy.

Table 11 shows that 56 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 35 per cent in the lower range, 9 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy. Thirty-five

TABLE 11

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA STAFF

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2	232	58	7	3	2[b]
VI-A School System Media Staff	56	35	0	33	0	35	36	29	0	0	9	26	71	67	50	0	3	0	0	50
VI-B Building Media Staff	57	19	14	0	0	31	43	14	33	0	12	38	27	0	50	0	0	0	67	50

Source: Evaluative Checklist, Section VI.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 36 per cent in the lower range, 26 per cent in the middle range, and 3 per cent in the upper range of media program adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped or upper ranges of media program adequacy, 29 per cent judged their schools as being in the lower range, and 71 per cent in the upper range of media program adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped range of media program adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 67 per cent judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited indicate that the 290 schools with enrollments of 9,999 or less were generally weak in the commitment of the administration and faculty to the presence and functions of school system educational media staff. The data further indicate that the 10 schools with enrollments of 5,000 to 19,999 were generally neither weak nor strong in their commitment, and that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of the administration and faculty to the presence and functions of the educational media staff.

Element VI-B: Building Media Staff

The Data. Element VI-B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the administration and faculty to the presence and functions of building educational media staff. Criteria that were used as a basis for the evaluation of this element of educational media programs in Oklahoma public schools appear in Appendix A.

Table 11 shows that 57 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the undeveloped range of media program adequacy, 31 per cent in the lower range, 12 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy. Nineteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the undeveloped range of media program adequacy, 43 per cent in the lower range, 38 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the undeveloped range of media program adequacy, 14 per cent in the lower range, 27 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media program adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the undeveloped or middle ranges of media program adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the upper range of media program adequacy. None of the respondents

in schools with enrollments of 20,000 or above judged their schools as being in the undeveloped or lower ranges of media program adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media program adequacy.

Evaluation. The data cited reveal that the 297 schools with enrollments of 9,999 or less were generally weak in the commitment of the administration and faculty to the presence and functions of building educational media staff. The data further reveal that the 5 schools with enrollments of 10,000 or above were generally strong in the commitment of the administration and faculty to the presence and functions of building educational media staff.

CHAPTER V

ANALYSIS AND EVALUATION OF DATA RELATED TO EDUCATIONAL MEDIA UTILIZATION PRACTICES

The purpose of Chapter V is to analyze and evaluate the educational media utilization practices in Oklahoma public schools. Included are descriptions of the level of utilization and an evaluation of each program element included within the scope of this study.

The evaluation of educational media utilization in the Oklahoma public schools is organized around nine major aspects of educational media utilization: (1) General, which deals with the role of educational media in instruction, (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 Educational Media Utilization in Instruction

The General Section of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teachers of the Oklahoma public schools toward educational media utilization in instruction. An evaluation of the two educational media utilization elements relating to the General Section of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 12.

TABLE 12

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF GENERAL USE

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5)[a] 2[b]
G-A The Role of Educational Media in Instruction	1	4	0	0	0	3	0	0	0	0	58	63	57	67	0	38	33	43	33	100
G-B Provisions for In-service Education in the Use of Educational Media	18	11	14	0	0	30	23	14	33	0	45	57	43	33	50	7	9	29	34	50

Source: Utilization Checklist, General.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

The evaluation of educational media utilization in instruction was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

Element General-A: The Role of Educational Media in Instruction

The Data. Element General-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the role of educational media in instruction. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C. Table 12 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 12 indicates that 1 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 3 per cent in the lower range, 58 per cent in the middle range, and 38 per cent in the upper range of media utilization adequacy. Four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower range, 63 per cent in the middle range, and 33 per cent in the upper range of media utilization adequacy.

None of the respondents in schools with enrollments of 5,000 to

9,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 57 per cent judged their schools as being in the middle range, and 43 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 67 per cent judged their schools as being in the middle range, and 33 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage, lower, or middle ranges of media utilization adequacy. One hundred per cent of the respondents in this size category judged their schools as being in the upper range of media utilization adequacy.

Evaluation. The data cited reveal that the 243 schools with enrollments of 19,999 or less were generally neither weak nor strong in the commitment of teachers to the role of educational media in instruction. The data further reveal that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of teachers to the role of educational media in instruction.

Element General-B: Provisions for In-service Education in the Use of Educational Media

The Data. Element General-B of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the provisions for in-service education in the use of educational media. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in

Appendix C.

Table 12 shows that 18 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 30 per cent in the lower range, 45 per cent in the middle range, and 7 per cent in the upper range of media program adequacy. Eleven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 23 per cent in the lower range, 57 per cent in the middle range, and 9 per cent in the upper range of media utilization adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 43 per cent in the middle range, and 29 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, 33 per cent judged their schools as being in the lower range, 33 per cent in the middle range, and 34 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 50 per cent judged their schools as being in the middle range, and 50 per cent in the upper range of media utilization adequacy.

Evaluation. The data cited indicate that the 243 schools with enrollments of 19,999 or less were generally neither weak nor strong in the commitment of teachers to the provisions for in-service education in

the use of educational media. The data further indicate that the 2 schools with enrollments of 20,000 or above were generally strong in the commitment of teachers to the provisions for in-service education in the use of educational media.

Evaluation of Educational Television

Section I of the Utilization Checklist contains four educational media utilization elements relating to the commitment of the teachers of the Oklahoma public schools toward educational television. An evaluation of the four educational media utilization elements relating to Section I of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 13.

The evaluation of educational television was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

Element I-A: Dissemination of Information by Educational Television

The Data. Element I-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of the teachers to the dissemination of information by educational television. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C. Table 13 shows the percentage of schools in each of the five enrollment

TABLE 13

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL TELEVISION

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5) 2	(1) 179	(2) 54	(3) 7	(4) 3	(5)[a] 2
I-A Dissemination of Information by Educational Television	67	63	57	33	0	17	15	29	33	50	9	17	0	34	50	7	5	14	0	0
I-B Pictorial Current Events Depicted by Educational Television	61	57	57	0	0	15	15	29	67	50	19	22	0	33	50	5	6	14	0	0
I-C Use of Educational Television to Reach Widely Dispersed Audiences	85	72	86	33	50	9	19	14	33	0	5	9	0	0	50	1	0	0	34	0
I-D Self-Evaluation Through the Use of the Television Video Tape Recorder	76	81	57	67	100	9	7	14	0	0	12	12	29	33	0	3	0	0	0	0

Source: Utilization Checklist, Section I.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 13 reveals that 67 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 17 per cent in the lower range, 9 per cent in the middle range, and 7 per cent in the upper range of media utilization adequacy. Sixty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 15 per cent in the lower range, 17 per cent in the middle range, and 5 per cent in the upper range of media utilization adequacy.

Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 29 per cent in the lower range, none of the respondents judged their schools as being in the middle range, and 14 per cent judged their schools as being in the upper range of media utilization adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range, 33 per cent in the lower range, 34 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, 50 per cent judged their schools as being in the lower range, 50 per cent judged their schools as being in the middle range, and none of

the respondents judged their schools as being in the upper range of media utilization adequacy.

Evaluation. The data cited indicate that the 243 schools with enrollments of 19,999 were generally weak in the commitment of teachers to the dissemination of information by educational television. The data further indicate that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of teachers to the dissemination of information by educational television.

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

The Data. Element I-B of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers toward the use of educational television as a means of depicting pictorial current events. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C.

Table 13 reveals that 61 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 15 per cent in the lower range, 19 per cent in the middle range, and 5 per cent in the upper range of media utilization adequacy. Fifty-seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 15 per cent in the lower range, 22 per cent in the middle range and 6 per cent in the upper range of media utilization adequacy.

Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 29 per cent in the lower range, none of the respondents judged their schools as being in the middle range, and 14 per cent judged their schools as being in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or upper ranges of media utilization adequacy, 67 per cent judged their schools as being in the lower range, and 33 per cent in the middle range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage or upper ranges of media utilization adequacy, 50 per cent judged their schools as being in the lower range, and 50 per cent in the middle range of media utilization adequacy.

Evaluation. The data cited relate that the 243 schools with enrollments of 19,999 or less were generally weak in the commitment of teachers toward the use of educational television as a means of depicting pictorial current events. The data further relate that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of teachers toward the use of educational television as a means of depicting pictorial current events.

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

The Data. Element I-C of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 utilization in Oklahoma public schools appear in Appendix C.

Table 13 shows that 85 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 9 per cent in the lower range, 5 per cent in the middle range, and 1 per cent in the upper range of media utilization adequacy. Seventy-two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 19 per cent in the lower range, 9 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media utilization adequacy.

Eighty-six per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, and none of the respondents judged their schools as being in the middle or upper ranges of media utilization adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, 33 per cent in the lower range, none of the respondents judged their schools as being in the middle range, and 34 per cent judged their schools as being in the upper range of media utilization adequacy. Fifty per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 50 per cent judged their schools as being in

the middle range of media utilization adequacy.

Evaluation. The data cited indicate that the 245 schools in all the enrollment categories were generally weak in the commitment of teachers to the use of educational television to reach widely dispersed audiences.

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

The Data. Element I-D of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of the television video tape recorder for self-evaluation. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C.

Table 13 reveals that 76 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 9 per cent in the lower range, 12 per cent in the middle range, and 3 per cent in the upper range of media utilization adequacy. Eighty-one per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 7 per cent in the lower range, 12 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media utilization adequacy.

Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 29 per cent in the middle range, and none of the respondents judged their schools

as being in the upper range of media utilization adequacy. Sixty-seven per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 33 per cent judged their schools as being in the middle range of media utilization adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy and none of the respondents judged their schools as being in the lower, middle, or upper ranges of media utilization adequacy.

Evaluation. The data cited indicate that the 245 schools in all the enrollment categories were generally weak in the commitment of teachers to the use of the television video tape recorder for self-evaluation.

Evaluation of Teaching Machines and Programmed Learning Materials

Section II of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teachers of Oklahoma public schools to teaching machines and programmed learning materials. An evaluation of the two educational media utilization elements relating to Section II of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 14.

The evaluation of teaching machines and programmed learning materials was based on criteria developed by Totten and Fulton. These criteria

TABLE 14

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF TEACHING MACHINES AND PROGRAMMED LEARNING MATERIALS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
II-A Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	36	43	57	0	100	13	11	0	0	0	29	24	14	67	0	22	22	29	33	0
II-B Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	36	44	43	0	100	16	15	14	0	0	33	30	14	33	0	15	11	29	67	0

Source: Utilization Checklist, Section II.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element II-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 educational media utilization in Oklahoma public schools appear in Appendix C. Table 14 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 14 indicates that 36 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 13 per cent in the lower range, 29 per cent in the middle range, and 22 per cent in the upper range of media utilization adequacy. Forty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 11 per cent in the lower range, 24 per cent in the middle range, and 22 per cent in the upper range of media utilization adequacy.

Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of

media utilization adequacy, none of the respondents judged their schools as being in the lower range, 14 per cent judged their schools as being in the middle range, and 29 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 67 per cent judged their schools as being in the middle range, and 33 per cent in the upper range of media utilization adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy and none of the respondents judged their schools as being in the lower, middle or upper ranges.

Evaluation. The data cited relate that the 179 schools with enrollments of 999 or less were generally neither weak nor strong in the commitment of teachers to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter. The data further relate that the 61 schools with enrollments of 1,000 to 9,999 were generally weak in their commitment, that the 2 schools with enrollments of 10,000 to 19,999 were generally neither weak nor strong in their commitment, and that the 2 schools with enrollments of 20,000 or above were generally weak in their commitment of teachers to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter.

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

The Data. Element II-B of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school

meets the criteria relating to the commitment of teachers toward 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 in Oklahoma public schools appear in Appendix C.

Table 13 shows that 36 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 16 per cent in the lower range, 33 per cent in the middle range, and 15 per cent in the upper range of media utilization adequacy. Forty-four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 15 per cent in the lower range, 30 per cent in the middle range, and 11 per cent in the upper range of media utilization adequacy.

Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 14 per cent in the middle range, and 39 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 33 per cent of the respondents judged their schools as being in the middle range, and 67 per cent in the upper range of media utilization adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy and none of the respondents judged their schools as being in the lower, middle,

or upper ranges.

Evaluation. The data cited indicate that the 240 schools with enrollments of 9,999 or less were generally weak in the commitment of teachers toward the use of teaching machines and/or programmed learning materials in learning routine skills and factual information. The data further indicate that the 3 schools with enrollments of 10,000 to 19,999 were generally strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally weak in the commitment of teachers toward the use of teaching machines and/or programmed learning materials in learning routine skills and factual information.

Evaluation of Recordings

Section III of the Utilization Checklist contains three educational media utilization elements relating to the commitment of the teachers of the Oklahoma public schools toward the use of recordings. An evaluation of the three educational media utilization elements relating to Section III of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 15.

The evaluation of the use of recordings was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element III-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school

TABLE 15

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF RECORDINGS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
III-A Use of Recordings to Enliven, Enhance, and Vivify Impressions of Materials	33	24	14	0	100	27	9	0	33	0	29	44	57	67	0	11	23	29	0	0
III-B Use of Recordings to Provide Realistic Musical Experiences, etc.	33	31	14	33	50	27	22	14	0	0	29	30	57	67	50	11	17	15	0	0
III-C Use of Tape Recordings for Self-Evaluation and Improvement, etc.	41	39	28	0	50	19	24	14	0	50	33	26	29	33	0	7	11	29	67	0

Source: Utilization Checklist, Section III.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

meets the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C. Table 15 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 15 indicates that 33 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 27 per cent in the lower range, 29 per cent in the middle range, and 11 per cent in the upper range of media utilization adequacy. Twenty-four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 9 per cent in the lower range, 44 per cent in the middle range, and 23 per cent in the upper range of media utilization adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower range, 57 per cent judged their schools as being in the middle range, and 29 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or upper ranges of media utilization adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the middle range of media utilization

adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, and none of the respondents judged their schools as being in the lower, middle, or upper ranges.

Evaluation. The data cited reveal that the 179 schools with enrollments of 999 or less were generally weak in the commitment of teachers to the use of recordings to enliven, enhance, and vivify impressions of materials. The data further reveal that the 64 schools with enrollments of 1,000 to 19,999 were generally neither weak nor strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally weak in the commitment of teachers to the use of recordings to enliven, enhance, and vivify impressions of materials.

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

The Data. Element III-B of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of recordings to provide realistic musical and unique narrative experience, 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 in Oklahoma public schools appear in Appendix C.

Table 15 shows that 33 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 27 per cent in the lower range, 29 per cent in the middle range, and 11 per cent in the upper range of media utilization adequacy. Thirty-one per cent of the respondents in schools

with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 22 per cent in the lower range, 30 per cent in the middle range, and 17 per cent in the upper range of media utilization adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 57 per cent in the middle range, and 15 per cent in the upper range of media utilization adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 67 per cent judged their schools as being in the middle range of media utilization adequacy. Fifty per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 50 per cent judged their schools as being in the middle range of media utilization adequacy.

Evaluation. The data cited indicate that the 233 schools with enrollments of 4,999 or less were generally weak in the commitment of teachers 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. The data further indicate that the 10 schools with enrollments of 5,000 to 19,999 were generally neither weak nor strong in their commitment and that the 2 schools with enrollments of 20,000 or above

were generally weak in the commitment of teachers to the use of recordings to provide realistic musical and unique narrative experience, to capture original sounds, and to overcome barriers of time and distance.

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

The Data. Element III-C of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of tape recordings for self-improvement, and the reporting of pre-recorded information. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C.

Table 15 reveals that 41 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 19 per cent in the lower range, 33 per cent in the middle range, and 7 per cent in the upper range of media utilization adequacy. Thirty-nine per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 24 per cent in the lower range, 26 per cent in the middle range, and 11 per cent in the upper range of media utilization adequacy.

Twenty-eight per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 29 per cent in the middle range, and 29 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000

to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media utilization adequacy. Fifty per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, 50 per cent in the lower range, and none of the respondents judged their schools as being in the middle or upper ranges of media utilization.

Evaluation. The data cited indicate that the 233 schools with enrollments of 4,999 or less were generally weak in the commitment of teachers to the use of tape recordings for self-evaluation and improvement and the reporting of pre-recorded information. The data further indicate that the 7 schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in their commitment, that the 3 schools with enrollments of 10,000 to 19,999 were generally strong in their commitment, and that the 2 schools with enrollments of 20,000 or above were generally weak in the commitment of teachers to the use of tape recordings for self-evaluation and improvement and the reporting of pre-recorded information.

Evaluation of Opaque Materials

Section IV of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teachers of the Oklahoma public schools to the use of opaque materials. An evaluation of the two educational media utilization elements relating to Section IV is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 16.

TABLE 16

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF OPAQUE MATERIALS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
IV-A Use of Opaque Materials for Non-transparent Materials to be Used for Group Observation and Economy of Time	36	42	29	33	50	17	17	14	0	0	39	28	43	67	0	8	13	14	0	50
IV-B Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	42	44	28	0	50	20	13	29	33	0	23	34	29	67	50	15	9	14	0	0

Source: Utilization Checklist, Section IV.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

The evaluation of opaque materials was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element IV-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C. Table 16 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 16 reveals that 36 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range, 17 per cent in the lower range, 39 per cent in the middle range, and 8 per cent in the upper range of media utilization adequacy. Forty-two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range, 17 per cent in the lower range, 28 per cent in the middle range, and 13 per cent in the upper range of media utilization adequacy.

Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of

media utilization adequacy, 14 per cent in the lower range, 43 per cent in the middle range, and 14 per cent in the upper range of media utilization adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 67 per cent judged their schools as being in the middle range of media utilization adequacy. Fifty per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or middle ranges, and 50 per cent judged their schools as being in the upper range of media utilization adequacy.

Evaluation. The data cited indicate that the 233 schools with enrollments of 4,999 or less were generally weak in the commitment of teachers to the use of opaque materials for non-transparent materials to be used for group observation and economy of time. The data further indicate that the 12 schools with enrollments of 5,000 or above were generally neither weak nor strong in the commitment of teachers to the use of opaque materials for non-transparent materials to be used for group observation and economy of time.

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

The Data. Element IV-B of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C.

Table 16 shows that 42 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 20 per cent in the lower range, 23 per cent in the middle range, and 15 per cent in the upper range of media utilization adequacy. Forty-four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 13 per cent in the lower range, 34 per cent in the middle range, and 9 per cent in the upper range of media utilization adequacy.

Twenty-eight per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 29 per cent in the lower range, 29 per cent in the middle range, and 14 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or upper ranges of media utilization adequacy, 33 per cent judged their schools as being in the lower range, and 67 per cent in the upper range of media utilization adequacy. Fifty per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy, none of the respondents judged their schools as being in the lower or upper ranges, and 50 per cent judged their schools as being in the middle range of media utilization adequacy.

Evaluation. The data cited indicate that the 240 schools with enrollments of 9,999 or less were generally weak in the commitment of teachers to the use of opaque materials to enlarge small size still pictures and to project three dimensional objects. The data further indicate that the 5 schools with enrollments of 10,000 or above were generally neither weak nor strong in the commitment of teachers to the use of opaque materials to enlarge small size still pictures and to project three dimensional objects.

Evaluation of Overhead Transparencies

Section V of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of the Oklahoma public schools to the use of overhead transparencies. An evaluation of the one educational media utilization element relating to Section V of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 17.

The evaluation of the use of overhead transparencies was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix 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

The Data. Element V-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets

TABLE 17

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF OVERHEAD TRANSPARENCIES

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
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	21	20	14	0	0	14	13	14	67	0	39	37	43	0	50	26	30	29	33	50

Source: Utilization Checklist, Section V.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C. Table 17 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 17 reveals that 21 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 39 per cent in the middle range, and 26 per cent in the upper range of media utilization adequacy. Twenty per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 13 per cent in the lower range, 37 per cent in the middle range, and 30 per cent in the upper range of media utilization adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 43 per cent in the middle range, and 29 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or middle ranges of media utilization adequacy, 67 per cent judged their schools as

being in the lower range, and 33 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 50 per cent in the middle range, and 50 per cent in the upper range of media utilization adequacy.

Evaluation. The data cited relate that the 240 schools with enrollments of 9,999 or less were generally neither weak nor strong in the commitment of teachers 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. The data further relate that the 3 schools with enrollments of 10,000 to 19,999 were generally weak in their commitment and that the 2 schools with enrollments of 20,000 or above were generally strong in their commitment 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.

Evaluation of Slides

Section VI of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of Oklahoma public schools to the use of slides. An evaluation of the one educational media utilization element relating to Section VI of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 18.

The evaluation of the use of slides was based on criteria developed

TABLE 18

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF SLIDES

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
VI-A Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments	55	52	14	33	100	16	11	14	67	0	23	28	72	0	0	8	9	0	0	0

Source: Utilization Checklist, Section VI.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in the study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element VI-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C. Table 18 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 18 indicates that 55 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 16 per cent in the lower range, 23 per cent in the middle range, and 8 per cent in the upper range of media utilization adequacy. Fifty-two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 11 per cent in the lower range, 28 per cent in the middle range, and 9 per cent in the upper range of media utilization adequacy.

Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of

media utilization adequacy, 14 per cent in the lower range, 72 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media utilization adequacy. Thirty-three per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, 67 per cent in the lower range, and none of the respondents judged their schools as being in the middle range or upper range of media utilization adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy and none of the respondents judged their schools as being in the lower, middle, or upper ranges of media utilization adequacy.

Evaluation. The data cited reveal that the 233 schools with enrollments of 4,999 or less were generally weak in the commitment of teachers to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments. The data further reveal that the 7 schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally weak in the commitment of teachers to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments.

Evaluation of Filmstrips

Section VII of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of the Oklahoma public schools to the use of filmstrips. An evaluation of

the one educational media utilization aspect relating to Section VII of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 19.

The evaluation of the use of filmstrips was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element VII-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of filmstrips for photographs of 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 in Oklahoma public schools appear in Appendix C. Table 19 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 19 indicates that 13 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 11 per cent in the lower range, 40 per cent in the middle range, and 36 per cent in the upper range of media utilization adequacy. Fifteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the

TABLE 19

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF FILMSTRIPS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
VII-A Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	13	15	0	0	0	11	7	14	0	0	40	44	29	33	100	36	34	57	67	0

Source: Utilization Checklist, Section VII.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

non-usage range of media utilization adequacy, 7 per cent in the lower range, 44 per cent in the middle range, and 34 per cent in the upper range of media utilization adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 14 per cent in the lower range, 29 per cent in the middle range, and 57 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 33 per cent in the middle range, and 67 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage, lower, or upper ranges of media utilization adequacy. One hundred per cent of this enrollment size category judged their schools as being in the middle range of media utilization adequacy.

Evaluation. The data cited reveal that the 233 schools with enrollments of 4,999 or less were generally neither weak nor strong in the commitment of teachers to the use of filmstrips for photographs of a sequential nature and for discussion of individual frames. The data further reveal that the 10 schools with enrollments of 5,000 to 19,999 were generally strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of teachers to the use of filmstrips for photographs of a sequential nature and for discussion of individual frames.

Evaluation of Motion Picture Films

Section VIII of the Utilization Checklist contains three educational

media utilization elements relating to the commitment of the teachers of the Oklahoma public schools to the use of motion picture films. An evaluation of the three educational media utilization elements relating to Section VIII of the Utilization Checklist is presented here. The percentage of schools judged by the Utilization Checklist respondents as being at each of the four ranges of media utilization adequacy is shown in Table 20.

The evaluation of the use of motion picture films was based on criteria developed by Totten and Fulton. These criteria were used as a basis for developing the Utilization Checklist used in this study. The criteria which were developed by Totten and Fulton appear in Appendix C.

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

The Data. Element VIII-A of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of motion picture films to enhance lecture, 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 appear in Appendix C. Table 20 shows the percentage of schools in each of the five enrollment size categories which were judged by Utilization Checklist respondents as being in the non-usage, lower, middle, and upper ranges of media utilization adequacy.

Table 20 shows that 13 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 13 per cent in the lower range, 40

TABLE 20

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF MOTION PICTURE FILMS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage (%)					Lower (%)					Middle (%)					Upper (%)				
	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)[a]
	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2	179	54	7	3	2[b]
VIII-A Use of Motion Picture Films to Enhance Lecture, to Provide Motivation, etc.	13	11	0	0	0	13	19	0	0	0	40	31	57	67	100	34	39	43	33	0
VIII-B Use of Motion Picture Films for Verbalization and Motion, etc.	19	26	0	0	0	19	24	0	0	0	44	37	57	33	100	18	13	43	67	0
VIII-C Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Groups, etc.	77	74	43	67	100	11	11	28	33	0	9	9	29	0	0	3	6	0	0	0

Source: Utilization Checklist, Section VIII.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

per cent in the middle range, and 34 per cent in the upper range of media utilization adequacy. Eleven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 19 per cent in the lower range, 31 per cent in the middle range, and 39 per cent in the upper range of media utilization adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 57 per cent judged their schools as being in the middle range, and 43 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 67 per cent judged their schools as being in the middle range, and 33 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage, lower, or upper ranges of media utilization adequacy. One hundred per cent of this enrollment size category judged their schools as being in the middle range of media utilization adequacy.

Evaluation. The data cited indicate that the 245 schools in all enrollment size categories were generally neither weak nor strong in the commitment of teachers to the use of motion picture films to enhance lecture, to provide motivation and for effective presentation of material.

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

The Data. Element VIII-B of the Utilization Checklist is designed

to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers 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 in Oklahoma public schools appear in Appendix C.

Table 20 reveals that 19 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 19 per cent in the lower range, 44 per cent in the middle range, and 18 per cent in the upper range of media utilization adequacy. Twenty-six per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 24 per cent in the lower range, 37 per cent in the middle range, and 13 per cent in the upper range of media utilization adequacy.

None of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 57 per cent judged their schools as being in the middle range, and 43 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage or lower ranges of media utilization adequacy, 33 per cent judged their schools as being in the middle range, and 67 per cent in the upper range of media utilization adequacy. None of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage, lower, or upper ranges of media utilization adequacy. One hundred per cent of the

respondents in this enrollment size category judged their schools as being in the middle range of media utilization adequacy.

Evaluation. The data cited indicate that the 240 schools with enrollments of 9,999 or less were generally neither weak nor strong in the commitment of teachers to the use of motion picture films for verbalization and motion, for modification of time, and for review and summarization. The data further indicate that the 3 schools with enrollments of 10,000 to 19,999 were generally strong in their commitment and that the 2 schools with enrollments of 20,000 or above were generally neither weak nor strong in the commitment of teachers to the use of motion picture films for verbalization and motion, for modification of time, and for review and summarization.

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

The Data. Element VIII-C of the Utilization Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of eight millimeter cartridge silent motion picture films for small groups or for individual instruction and for inexpensive local production. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Oklahoma public schools appear in Appendix C.

Table 20 shows that 77 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the non-usage range of media utilization adequacy, 11 per cent in the lower range, 9 per cent in the middle range, and 3 per cent in the upper range of media

utilization adequacy. Seventy-four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the non-usage range of media utilization adequacy, 11 per cent in the lower range, 9 per cent in the middle range, and 6 per cent in the upper range of media utilization adequacy.

Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the non-usage range of media utilization adequacy, 28 per cent in the lower range, 20 per cent in the middle range, and none of the respondents judged their schools as being in the upper range of media utilization adequacy. Sixty-seven per cent of the respondents in schools with enrollments of 10,000 to 19,999 judged their schools as being in the non-usage range of media utilization adequacy, 33 per cent in the lower range, and none of the respondents judged their schools as being in the middle or upper ranges of media utilization adequacy. One hundred per cent of the respondents in schools with enrollments of 20,000 or above judged their schools as being in the non-usage range of media utilization adequacy and none of the respondents judged their schools as being in the lower, middle, or upper ranges of media utilization adequacy.

Evaluation. The data cited indicate that the 245 schools in all the enrollment size categories were generally weak in the commitment of teachers to the use of eight millimeter cartridge silent motion picture films for small groups or for individual instruction and for inexpensive local production.

Relationship Between the Evaluation of the Educational Media Program and the Evaluation of Educational Media Utilization

Although no attempt was made in this study to correlate the Evaluative Checklist relating to the Educational Media Program and the Evaluative Checklist relating to the Utilization of Educational Media, there were, however, certain areas on each of the two checklists that appeared to have a relationship.

The areas that appeared to have a relationship to the Checklist for Evaluating Educational Media Programs and also to the Checklist for Evaluating Educational Media Utilization are as follows: (1) the Commitment to the Use of Educational Media, which refers to Element I-B on the Evaluative Checklist and Element General-A on the Utilization Checklist, and (2) In-service Education in the Use of Educational Media, which refers to Element II-B on the Evaluative Checklist and Element General-B on the Utilization Checklist.

Commitment to the Use of Educational Media

In the enrollment size category of 999 or less, the respondents of the Evaluative Checklist judged their schools as being weak in their commitment to the use of educational media, as seen in Chapter VI, Figure 1. In the same enrollment size category the respondents of the Utilization Checklist judged their schools as being neither weak nor strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 6.

In the enrollment size category of 1,000 to 4,999, the respondents of the Evaluative Checklist judged their schools as being neither weak nor strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 2. In the same enrollment size category the respondents

of the Utilization Checklist judged their schools as being neither weak nor strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 7.

In the enrollment size category of 5,000 to 9,999, the respondents of the Evaluative Checklist judged their schools as being neither weak nor strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 3. In the same enrollment size category the respondents of the Utilization Checklist judged their schools as being neither weak nor strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 8.

In the enrollment size category of 10,000 to 19,999, the respondents of the Evaluative Checklist judged their schools as being weak in their commitment to the use of educational media, as seen in Chapter VI, Figure 4. In the same enrollment size category the respondents of the Utilization Checklist judged their schools as being strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 9.

In the enrollment size category of 20,000 or above, the respondents of the Evaluative Checklist judged their schools as being strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 5. In the same enrollment size category the respondents of the Utilization Checklist judged their schools as being strong in their commitment to the use of educational media, as seen in Chapter VI, Figure 10.

These findings, as seen in Chapter VI, Figures 1 through 10, indicate that there is a positive relationship in the commitment to the use of educational media by the respondents of the Evaluative Checklist and by the respondents of the Utilization Checklist.

In-service Education in the Use of Educational Media

In the enrollment size category of 999 or less the respondents of the Evaluative Checklist judged their schools as being weak in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 1. In the same enrollment size category the respondents of the Utilization Checklist also judged their schools as being weak in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 6.

In the enrollment size category of 1,000 to 4,999, the respondents of the Evaluative Checklist judged their schools as being weak in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 2. In the same enrollment size category the respondents of the Utilization Checklist also judged their schools as being weak in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 7.

In the enrollment size category of 5,000 to 9,999, the respondents of the Evaluative Checklist judged their schools as being neither weak nor strong in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 3. In the same enrollment size category, the respondents of the Utilization Checklist also judged their schools as being neither weak nor strong in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 8.

In the enrollment size category of 10,000 to 19,999, the respondents of the Evaluative Checklist judged their schools as being weak in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 4. In the same enrollment size category the respondents of

the Utilization Checklist judged their schools as being neither weak nor strong in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 9.

In the enrollment size category of 20,000 or above, the respondents of the Evaluative Checklist judged their schools as being strong in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 5. In the same enrollment size category, the respondents of the Utilization Checklist also judged their schools as being strong in providing in-service education in the use of educational media, as seen in Chapter VI, Figure 10.

These findings, as seen in Chapter VI, Figures 1 through 10, indicate that there is a positive relationship in the provision for in-service education by the respondents of the Evaluative Checklist and by the respondents of the Utilization Checklist.

CHAPTER VI

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.

Summary

This study was an investigation of the quality of the educational media programs in the Oklahoma public schools in relation to how well the available educational media is being utilized. Information was gathered from the public high school districts in Oklahoma for the study. Fulton's Evaluative Checklist, in revised form, was used to obtain the data from the school systems regarding the quality of the educational media program.

Totten and Fulton's Utilization Checklist, in revised form, was used to obtain data from the school systems relating to the level of educational media utilization within the school system. The instruments used in the collection of the data appear in Appendixes B and C.

Five enrollment size categories were established for purposes of analysis and evaluation. The enrollment categories are: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 to 19,999; and (5) 20,000 or above.

Part 1

Evaluative judgments relating to six major aspects of educational media programs in Oklahoma public schools were obtained from an analysis of the data. The six major aspects relating to the educational media programs were: (1) School System Educational Media Services, which concerned the commitment of the administration and faculty toward providing an educational media program, (2) Educational Media Services for Curriculum and Instruction, (3) the Educational Media Center, (4) Physical Facilities for Educational Media, (5) Budget and Finance of the Educational Media Program, and (6) Educational Media Staff.

The evaluation of the media program was based on criteria developed by Fulton which appear in Appendix A. The responses from the Evaluative Checklists that were completed were analyzed in relation to the criteria. After having analyzed the data, an evaluative judgment was made concerning each element included within the six major aspects of educational media programs listed previously. The Evaluative Checklist appears in Appendix B.

Schools with enrollments of 999 or less were generally weak on 20 program elements and neither weak nor strong on 2 elements. Schools with enrollments of 1,000 to 4,999 were found to be generally weak on 14 program elements and neither weak nor strong on 8 elements. Schools with enrollments of 5,000 to 9,999 were found to be generally weak on 1 element and neither weak nor strong on 21 elements. Schools with enrollments of 10,000 to 19,999 were found to be generally weak on 3 program elements, neither weak nor strong on 18 elements, and strong on 1 element. Schools with enrollments of 20,000 or more were found to be weak on 1 program element, neither weak nor strong on 14 elements, and strong on 7 elements.

Part 2

Evaluative judgments relating to nine major aspects of educational media utilization were derived from an analysis of the data. The nine major aspects relating to educational media utilization were: (1) General, which deals with the role of educational media in instruction, (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.

The evaluation of the Utilization Checklist was based on criteria that were submitted with each major aspect within the checklist. The responses from the Utilization Checklists that were completed were analyzed in relation to the criteria. After having analyzed the data, an evaluative judgment was made concerning each element included within the nine major aspects of educational media utilization listed previously. The Utilization Checklist appears in Appendix C.

Schools with enrollments of 999 or less on the Utilization Checklist were generally weak on 14 utilization elements and neither weak nor strong on 5 elements. Schools with enrollments of 1,000 to 4,999 were generally weak on 14 utilization elements and neither weak nor strong on 5 elements. Schools with enrollments from 5,000 to 9,999 were generally weak on 11 utilization elements, neither weak nor strong on 6 elements and strong on 2 elements. Schools with enrollments of 10,000 to 19,999 were generally weak on 6 utilization elements, neither weak nor strong on 8 elements, and strong on 5 elements. Schools with enrollments of 20,000 or above were generally weak on 10 utilization elements, neither weak nor strong on 4 utilization elements, and strong on 5 elements.

An analysis of the judgments made by the respondents of all the

schools in each enrollment size category that relate to each element of the Evaluative Checklist and the Utilization Checklist appear in Figures 1 through 10.

Major Findings

Part 1

The data reveal the following findings concerning the qualitative status of educational media programs in the public schools of Oklahoma during the 1968-69 school year:

1. Schools with enrollments of 999 or less were generally weak concerning the following media program elements, as shown in Figure 1:

Commitment to the Media Program

Commitment to Media as Integral Parts of Instruction

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

In-service Education in Media Utilization

Involvement of Media Staff in Planning

Location and Accessibility of Media

Availiabilty of Educational Media

Storage and Retrieval of Media

Maintenance of Media

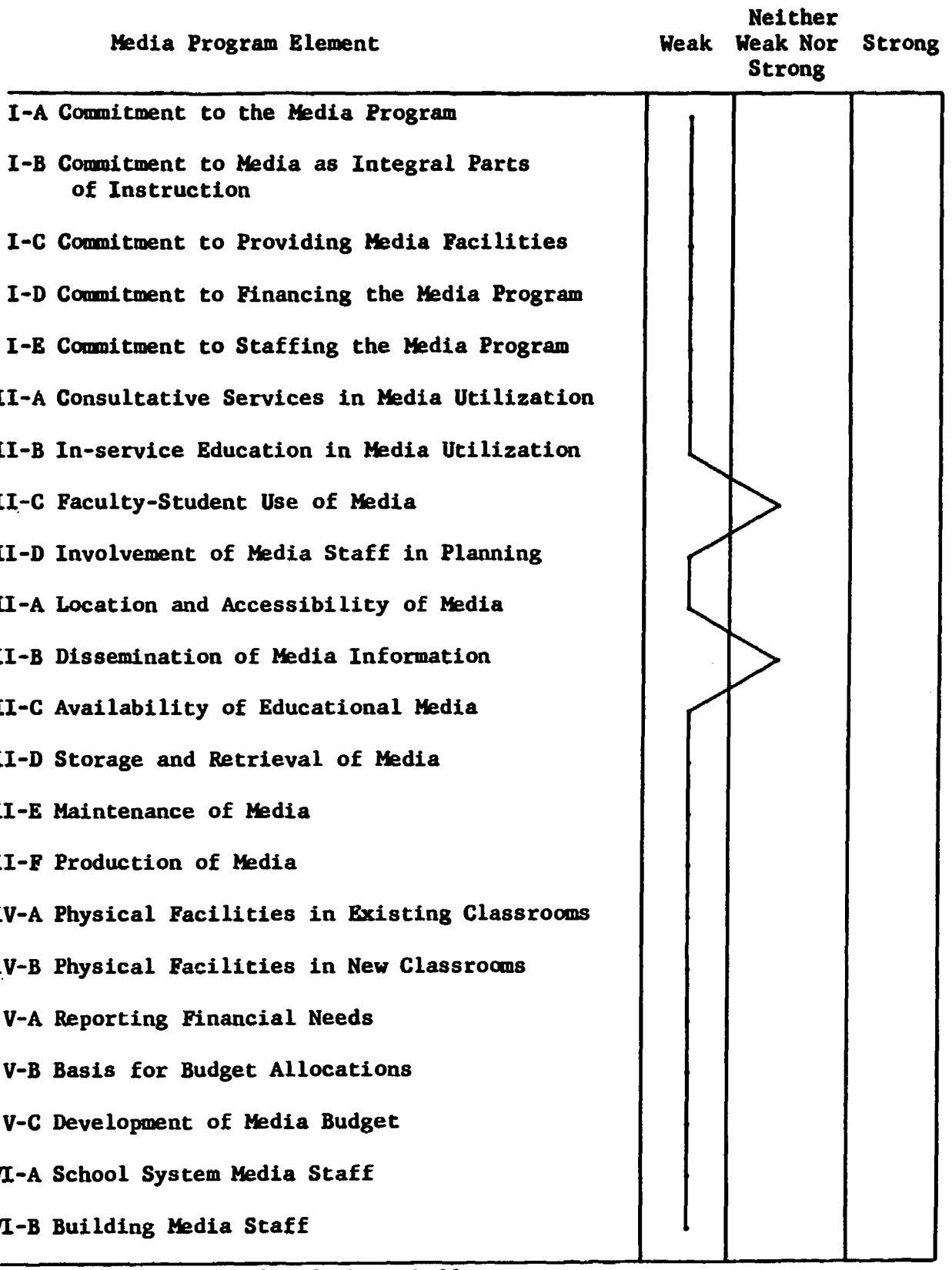
Production of Media

Physical Facilities in Existing Classrooms

Physical Facilities in New Classrooms

FIGURE 1

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 232 SCHOOLS WITH ENROLLMENTS OF 999 OR LESS*



*as reflected in Tables 6 through 11.

Reporting Financial Needs

Basis for Budget Allocations

Development of Media Budget

School System Media Staff

Building Media Staff

2. Schools with enrollments of 999 or less were generally neither weak nor strong on the following media program elements, as shown in Figure 1:

Faculty-Student Use of Media

Dissemination of Media Information

3. Schools with enrollments of 999 or less were generally strong on none of the media program elements that were evaluated in this study, as shown in Figure 1.

4. Schools with enrollments of 1,000 to 4,999 were generally weak concerning the following media program elements, as shown in Figure 2:

Commitment to the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

In-service Education in Media Utilization

Involvement of Media Staff in Planning

Location and Accessibility of Media

Storage and Retrieval of Media

Maintenance of Media

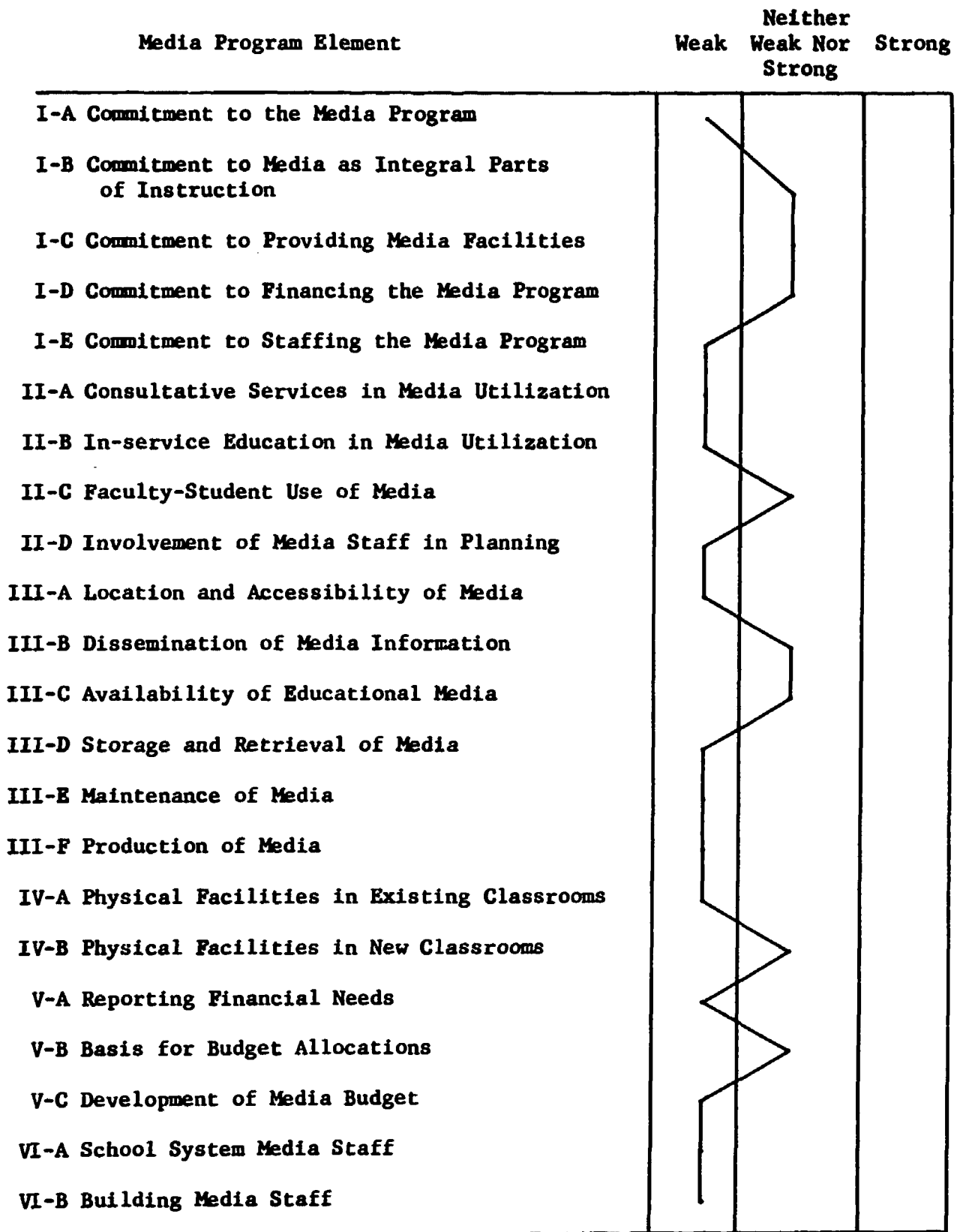
Production of Media

Physical Facilities in Existing Classrooms

Reporting Financial Needs

FIGURE 2

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 58 SCHOOLS WITH ENROLLMENTS OF 1,000 TO 4,999*



*as reflected in Tables 6 through 11.

Development of Media Budget

School System Media Staff

Building Media Staff

5. Schools with enrollments of 1,000 to 4,999 were generally neither weak nor strong on the following media program elements, as shown in Figure 2:

Commitment to Media as Integral Parts of Instruction

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Faculty-Student Use of Media

Dissemination of Media Information

Availability of Educational Media

Physical Facilities in New Classrooms

Basis for Budget Allocations

6. Schools with enrollments of 1,000 to 4,999 were generally strong on none of the media program elements that were evaluated in this study, as shown in Figure 2.

7. Schools with enrollments of 5,000 to 9,999 were generally weak on the following media program element, as shown in Figure 3:

Production of Media

8. Schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong on the following media program elements, as shown in Figure 3:

Commitment to the Media Program

Commitment to Media as Integral Parts of Instruction

Commitment to Providing Media Facilities

FIGURE 3

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 7 SCHOOLS WITH ENROLLMENTS OF 5,000 TO 9,999*

Media Program Element	Weak	Neither Weak Nor Strong	Strong
I-A Commitment to the Media Program			
I-B Commitment to Media as Integral Parts of Instruction			
I-C Commitment to Providing Media Facilities			
I-D Commitment to Financing the Media Program			
I-E Commitment to Staffing the Media Program			
II-A Consultative Services in Media Utilization			
II-B In-service Education in Media Utilization			
II-C Faculty-Student Use of Media			
II-D Involvement of Media Staff in Planning			
III-A Location and Accessibility of Media			
III-B Dissemination of Media Information			
III-C Availability of Educational Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Physical Facilities in Existing Classrooms			
IV-B Physical Facilities in New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			

*as reflected in Tables 6 through 11.

Commitment to Financing the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

In-service Education in Media Utilization

Faculty-Student Use of Media

Involvement of Media Staff in Planning

Location and Accessibility of Media

Dissemination of Media Information

Availability of Educational Media

Storage and Retrieval of Media

Maintenance of Media

Physical Facilities in Existing Classrooms

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

Development of Media Budget

School System Media Staff

Building Media Staff

9. Schools with enrollments of 5,000 to 9,999 were generally strong on none of the media program elements that were evaluated by this study, as shown in Figure 3.

10. Schools with enrollments of 10,000 to 19,999 were generally weak concerning the following media program elements, as shown in Figure 4:

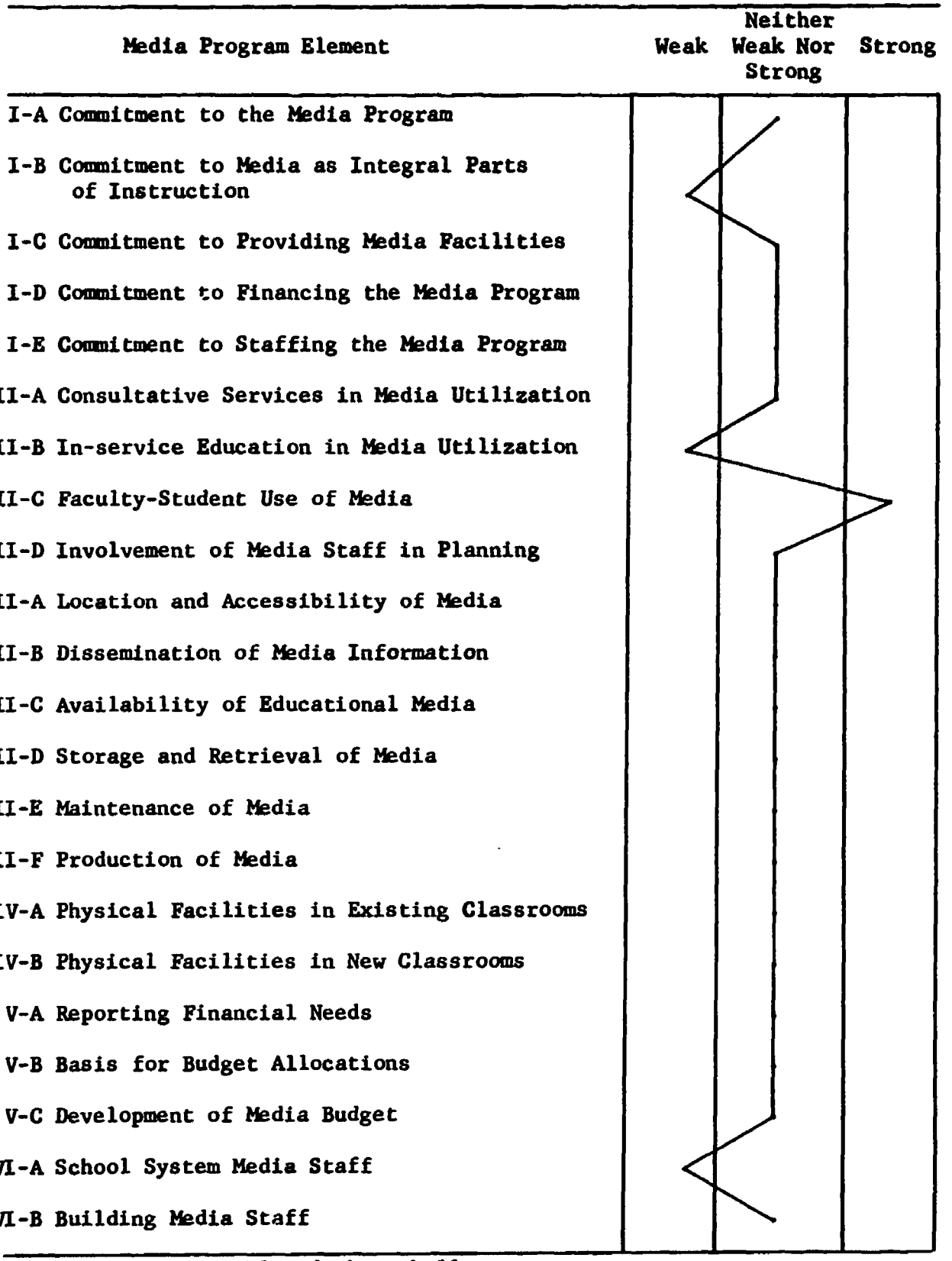
Commitment to Media as Integral Parts of Instruction

In-service Education in Media Utilization

School System Media Staff

FIGURE 4

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 3 SCHOOLS WITH ENROLLMENTS OF 10,000 to 19,999*



*as reflected in Tables 6 through 11.

11. Schools with enrollments of 10,000 to 19,999 were generally neither weak nor strong on the following media program elements, as shown in Figure 4:

Commitment to the Media Program

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

Involvement of Media Staff in Planning

Location and Accessibility of Media

Dissemination of Media Information

Availability of Educational Media

Storage and Retrieval of Media

Maintenance of Media

Production of Media

Physical Facilities in Existing Classrooms

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

Building Media Staff

12. Schools with enrollments of 10,000 to 19,999 were generally strong on one media program element, as shown in Figure 4:

Faculty-Student Use of Media

13. Schools with enrollments of 20,000 or above were generally weak on one media program element, as shown in Figure 5:

Physical Facilities in Existing Classrooms

FIGURE 5

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 2 SCHOOLS WITH ENROLLMENTS OF 20,000 OR ABOVE*

Media Program Element	Weak	Neither Weak Nor Strong	Strong
I-A Commitment to the Media Program			
I-B Commitment to Media as Integral Parts of Instruction			
I-C Commitment to Providing Media Facilities			
I-D Commitment to Financing the Media Program			
I-E Commitment to Staffing the Media Program			
II-A Consultative Services in Media Utilization			
II-B In-service Education in Media Utilization			
II-C Faculty-Student Use of Media			
II-D Involvement of Media Staff in Planning			
III-A Location and Accessibility of Media			
III-B Dissemination of Media Information			
III-C Availability of Educational Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Physical Facilities in Existing Classrooms			
IV-B Physical Facilities in New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			

*as reflected in Tables 6 through 11.

14. Schools with enrollments of 20,000 or above were generally neither weak nor strong on the following media program elements, as shown in Figure 5:

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

Faculty-Student Use of Media

Involvement of Media Staff in Planning

Availability of Educational Media

Storage and Retrieval of Media

Production of Media

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

Development of Media Budget

Building Media Staff

15. Schools with enrollments of 20,000 or above were generally strong on the following media program elements, as shown in Figure 5:

Commitment to the Media Program

Commitment to Media as Integral Parts of Instruction

In-service Education in Media Utilization

Location and Accessibility of Media

Dissemination of Media Information

Maintenance of Media

School System Media Staff

Part 2

The data reveal the following findings concerning the educational media utilization practices in the Oklahoma public schools during the 1968-69 school year:

1. Schools with enrollments of 999 or less were generally weak concerning the following media utilization elements, as shown in Figure 6:

In-service Education in the Use of Educational Media

Dissemination of Information by Educational Television

Current Events Depicted by Educational Television

Educational Television for Wide Audiences

Video Tape Recorder for Self-Evaluation

Teaching Machines for Immediate Reinforcement

Programmed Learning of Skills and Facts

Recordings to Enliven Materials

Recordings to Provide Realistic Experiences

Tape Recordings for Self-Evaluation

Use of Opaque Materials in Instruction

Use of Opaque Materials for Enlargement

Use of Slides in Instruction

Silent Cartridge Films for Use in Instruction

2. Schools with enrollments of 999 or less were generally neither weak nor strong on the following media utilization elements, as shown in Figure 6:

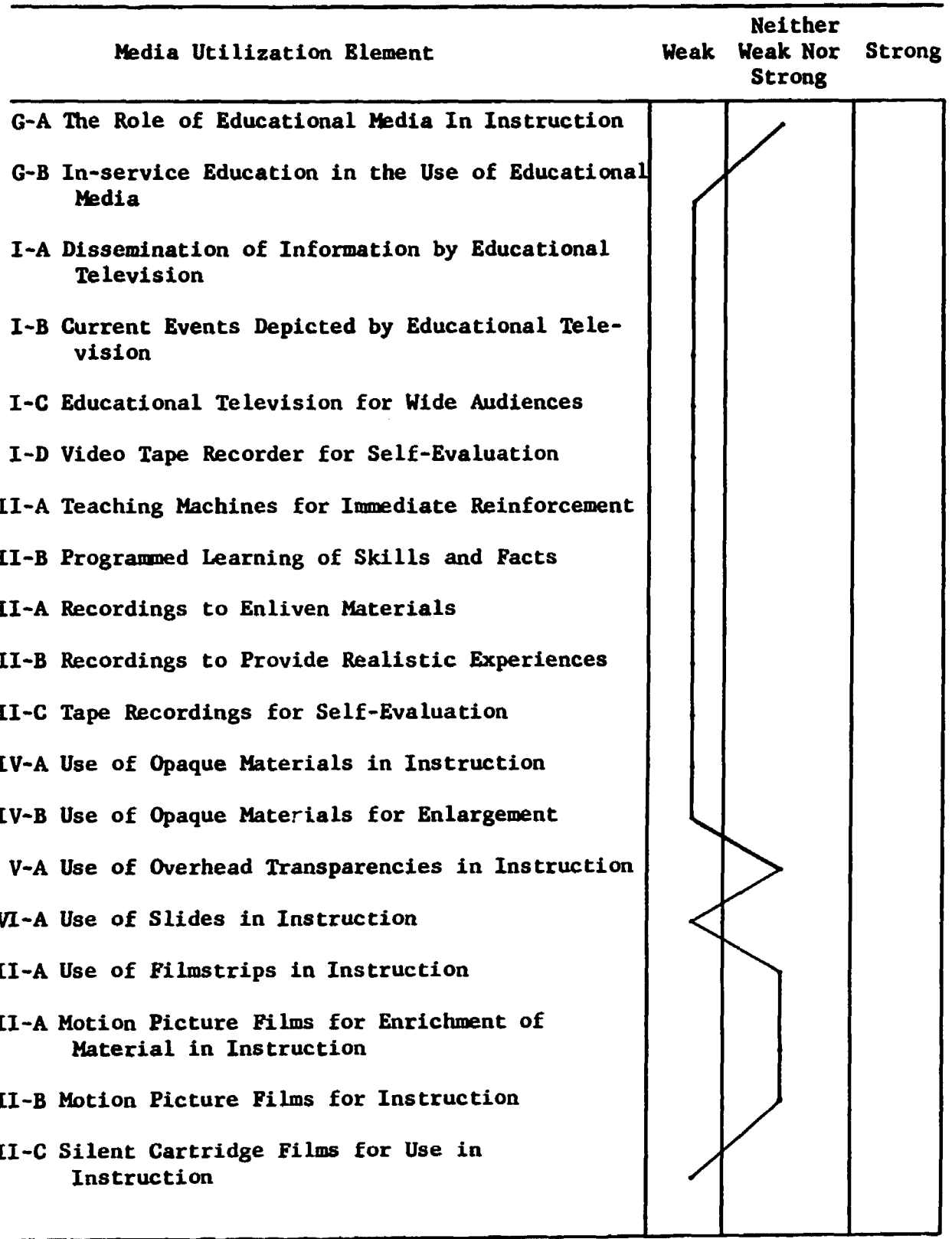
The Role of Educational Media in Instruction

Use of Overhead Transparencies in Instruction

Use of Filmstrips in Instruction

FIGURE 6

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE 179 SCHOOLS WITH ENROLLMENTS OF 999 OR LESS*



*as reflected in Tables 12 through 20.

Motion Picture Films for Enrichment of Material in Instruction

Motion Picture Films for Instruction

3. Schools with enrollments of 999 or less were generally strong on none of the media utilization elements that were evaluated by this study, as shown in Figure 6.

4. Schools with enrollments of 1,000 to 4,999 were generally weak concerning the following media utilization elements, as shown in Figure 7:

In-service Education in the Use of Educational Media

Dissemination of Information by Educational Television

Current Events Depicted by Educational Television

Educational Television for Wide Audiences

Video Tape Recorder for Self-Evaluation

Teaching Machines for Immediate Reinforcement

Programmed Learning of Skills and Facts

Recordings to Provide Realistic Experiences

Tape Recordings for Self-Evaluation

Use of Opaque Materials in Instruction

Use of Opaque Materials for Enlargement

Use of Slides in Instruction

Motion Picture Films for Instruction

Silent Cartridge Films for Use in Instruction

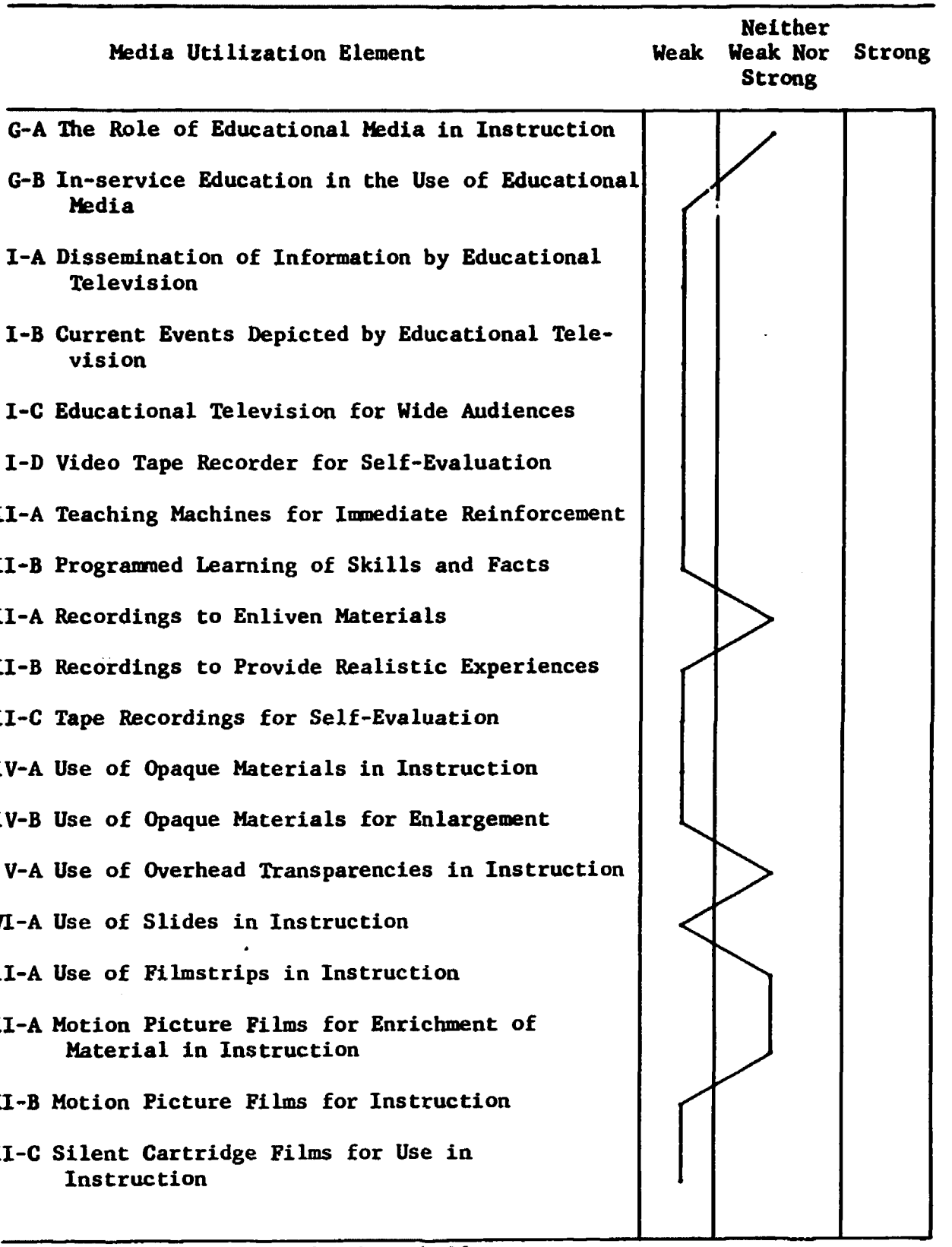
5. Schools with enrollments of 1,000 to 4,999 were generally neither weak nor strong concerning the following media utilization elements, as shown in Figure 7:

The Role of Educational Media in Instruction

Recordings to Enliven Materials

FIGURE 7

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE 54 SCHOOLS WITH ENROLLMENTS OF 1,000 TO 4,999*



*as reflected in Tables 12 through 20.

Use of Overhead Transparencies in Instruction

Use of Filmstrips in Instruction

Motion Picture Films for Enrichment of Material in Instruction

6. Schools with enrollments of 1,000 to 4,999 were generally strong on none of the media utilization elements that were evaluated by this study, as shown in Figure 7.

7. Schools with enrollments of 5,000 to 9,999 were generally weak concerning the following media utilization elements, as shown in Figure 8:

Dissemination of Information by Educational Television

Current Events Depicted by Educational Television

Educational Television for Wide Audiences

Video Tape Recorder for Self-Evaluation

Teaching Machines for Immediate Reinforcement

Programmed Learning of Skills and Facts

Tape Recordings for Self-Evaluation

Use of Opaque Materials in Instruction

Use of Opaque Materials for Enlargement

Use of Slides in Instruction

Silent Cartridge Films for Use in Instruction

8. Schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong on the following media utilization elements, as shown in Figure 8:

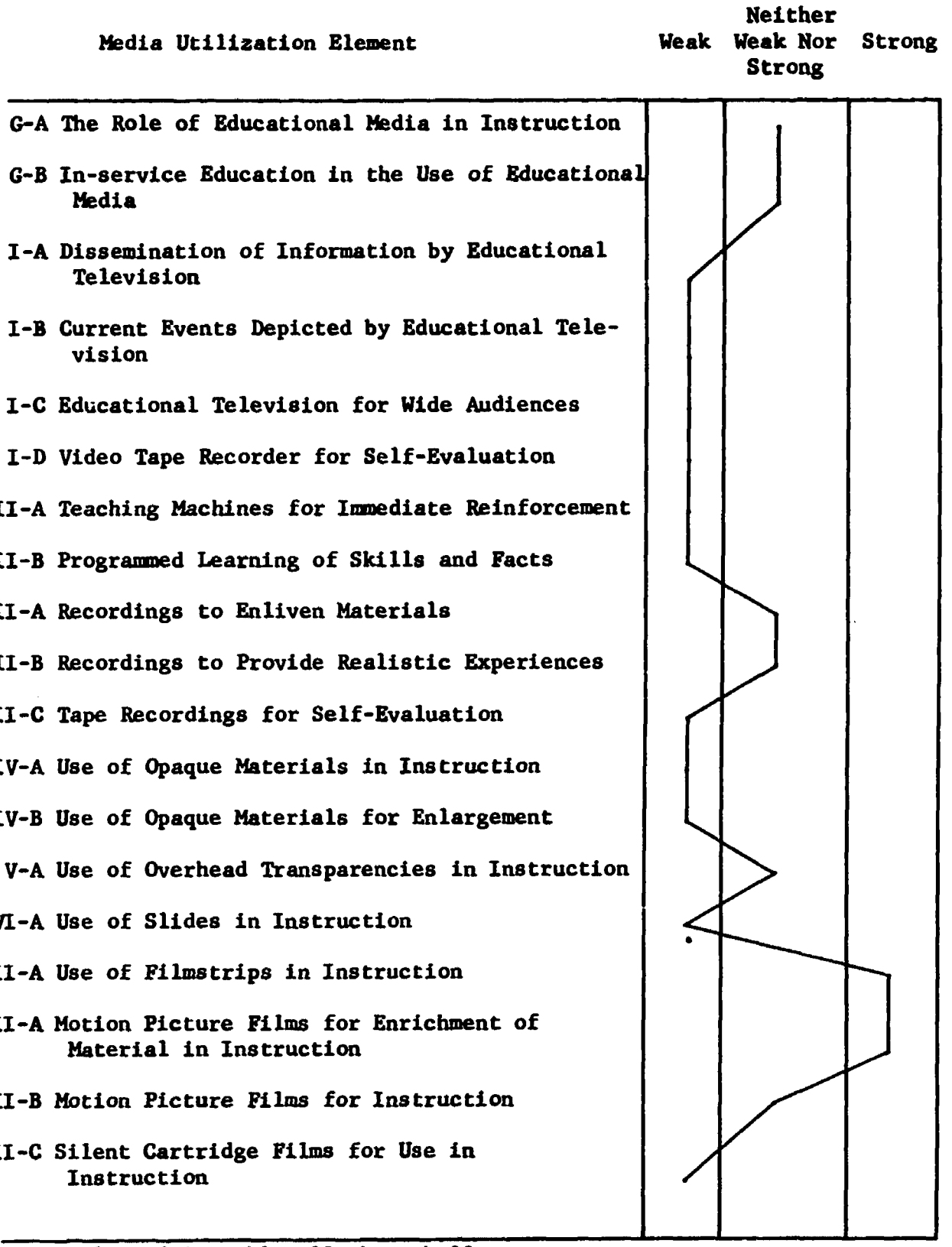
The Role of Educational Media in Instruction

In-service Education in the Use of Educational Media

Recordings to Enliven Materials

FIGURE 8

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE 7 SCHOOLS WITH ENROLLMENTS OF 5,000 TO 9,999*



*as reflected in Tables 12 through 20.

Recordings to Provide Realistic Experiences

Use of Overhead Transparencies in Instruction

Motion Picture Films for Instruction

9. Schools with enrollments of 5,000 to 9,999 were generally strong on the following media utilization elements, as shown in Figure 8:

Use of Filmstrips in Instruction

Motion Picture Films for Enrichment of Material in Instruction

10. Schools with enrollments of 10,000 to 19,999 were generally weak concerning the following media utilization elements, as shown in Figure 9:

Dissemination of Information by Educational Television

Current Events Depicted by Educational Television

Educational Television for Wide Audiences

Video Tape Recorder for Self-Evaluation

Use of Slides in Instruction

Silent Cartridge Films for Use in Instruction

11. Schools with enrollments of 10,000 to 19,999 were generally neither weak nor strong concerning the following media utilization elements, as shown in Figure 9:

In-service Education in the Use of Educational Media

Recordings to Enliven Materials

Recordings to Provide Realistic Experiences

Use of Opaque Materials in Instruction

Use of Opaque Materials for Enlargement

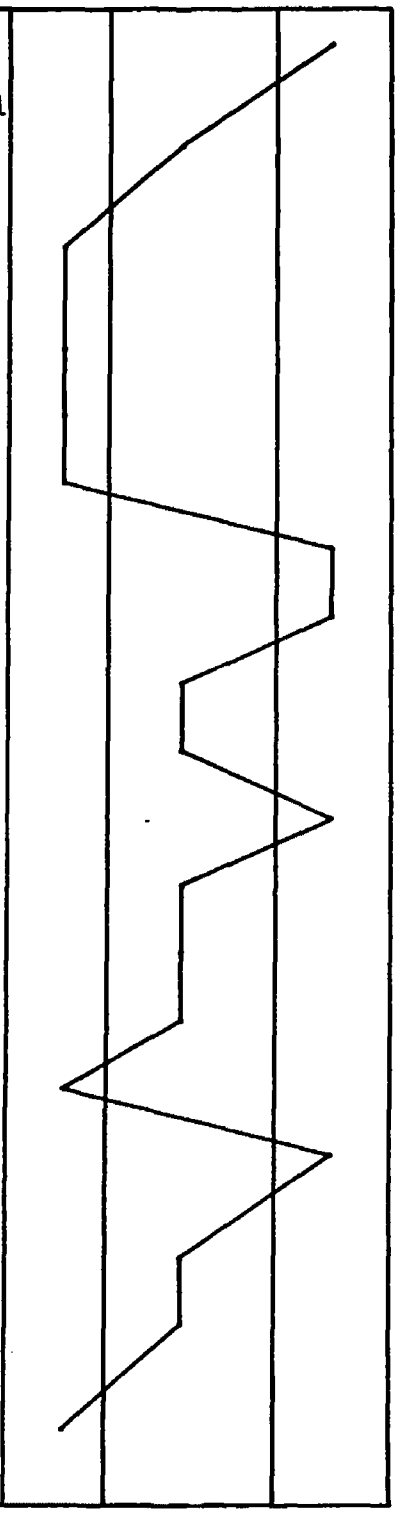
Use of Overhead Transparencies in Instruction

Motion Picture Films for Enrichment of Material in Instruction

FIGURE 9

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE 3 SCHOOLS WITH ENROLLMENTS OF 10,000 TO 19,999*

Media Utilization Element	Weak	Neither Weak Nor Strong	Strong
G-A The Role of Educational Media In Instruction			
G-B In-service Education in the Use of Educational Media			
I-A Dissemination of Information by Educational Television			
I-B Current Events Depicted by Educational Television			
I-C Educational Television for Wide Audiences			
I-D Video Tape Recorder for Self-Evaluation			
II-A Teaching Machines for Immediate Reinforcement			
II-B Programmed Learning of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic Experiences			
III-C Tape Recordings for Self-Evaluation			
IV-A Use of Opaque Materials in Instruction			
IV-B Use of Opaque Materials for Enlargement			
V-A Use of Overhead Transparencies in Instruction			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruction			
VIII-A Motion Picture Films for Enrichment of Material in Instruction			
VIII-B Motion Picture Films for Instruction			
VIII-C Silent Cartridge Films for Use in Instruction			



*as reflected in Tables 12 through 20.

Motion Picture Films for Instruction

12. Schools with enrollments of 10,000 to 19,999 were generally strong on the following media utilization elements, as shown in Figure 9:

The Role of Educational Media in Instruction

Teaching Machines for Immediate Reinforcement

Programmed Learning of Skills and Facts

Tape Recordings for Self-Evaluation

Use of Filmstrips in Instruction

13. Schools with enrollments of 20,000 or above were generally weak concerning the following media utilization elements, as shown in Figure 10:

Educational Television for Wide Audiences

Video Tape Recorder for Self-Evaluation

Teaching Machines for Immediate Reinforcement

Programmed Learning of Skills and Facts

Recordings to Enliven Materials

Recordings to Provide Realistic Experiences

Tape Recordings for Self-Evaluation

Use of Opaque Materials for Enlargement

Use of Slides in Instruction

Silent Cartridge Films for Use in Instruction

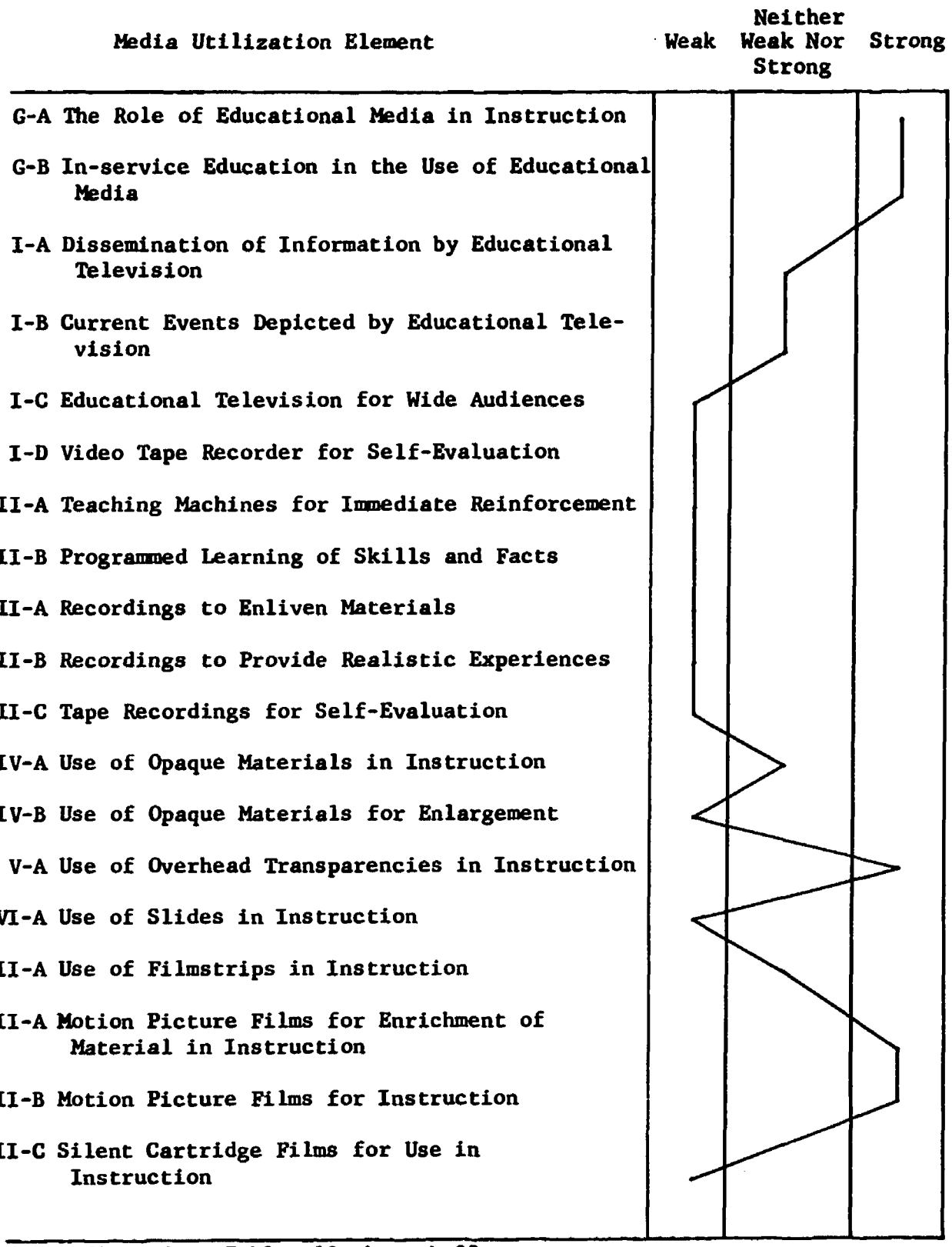
14. Schools with enrollments of 20,000 or above were generally neither weak nor strong on the following media utilization elements, as shown in Figure 10:

Dissemination of Information by Educational Television

Current Events Depicted by Educational Television

FIGURE 10

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE 2 SCHOOLS WITH ENROLLMENTS OF 20,000 OR ABOVE*



*as reflected in Tables 12 through 20.

Use of Opaque Materials in Instruction

Use of Filmstrips in Instruction

15. Schools with enrollments of 20,000 or above were generally strong on the following media utilization elements, as shown in Figure 10:

The Role of Educational Media in Instruction

In-service Education in the Use of Educational Media

Use of Overhead Transparencies in Instruction

Motion Picture Films for Enrichment of Material in Instruction

Motion Picture Films for Instruction

Conclusions

The following conclusions were drawn after an analysis and evaluation of the status and utilization practices of educational media programs in the Oklahoma public schools were made:

1. Educational media programs in the Oklahoma public schools were more effective when the administration and faculty were committed to the provision and use of a wide variety of educational media and services.

2. Oklahoma public schools did not appear to produce a wide variety of instructional materials. The element concerning the production of media appeared to be weak in those schools with enrollments of less than 10,000.

3. The physical facilities in many existing classrooms in the Oklahoma public schools were not generally equipped to utilize a wide range of media. Physical facilities in many new classrooms appear to be better equipped for a wider use of media.

4. The Oklahoma public schools did not appear to have adequate provisions for an educational media budget. Schools with enrollments of

more than 999 appeared to be making more provision for a media budget than those schools with enrollments of 999 or less.

5. Only limited provisions were made in the Oklahoma public schools for staffing the educational media program. In most cases the educational media director was not given adequate time or staff to provide the degree of media services needed within the schools.

6. Larger school systems in Oklahoma appeared to be more adequately equipped in their media program than the smaller school systems.

7. In-service education in the use of educational media was generally not provided in schools with enrollments of less than 5,000.

8. Opportunities for the use of educational television and the video tape recorder were generally inadequate in the Oklahoma public schools.

9. The use of teaching machines and programmed learning in the Oklahoma public schools appear generally strong in the enrollment size category of 10,000 to 19,999, but generally weak in all other enrollment size categories.

10. Opaque materials were not generally used in the Oklahoma public schools with enrollments of 10,000 or less.

11. The Oklahoma public schools did not generally use slides in instruction in any of the enrollment size categories.

12. The use of silent cartridge films for instruction appeared generally weak in all of the enrollment size categories in the Oklahoma public schools.

13. The data indicate that a positive relationship exists between well established educational media programs and teacher utilization of educational media in the Oklahoma public schools, as noted in Chapter V.

Implications

Several implications can be drawn from an evaluation and analysis of the data that cannot be substantiated as a definite conclusion. Some of the implications that appear pertinent to this study are as follows:

1. The correction of the deficiences in the weak aspects of the educational media program would greatly facilitate the effectiveness of the program.

2. The data indicate that in schools with an enrollment of 999 or less, educational media are not generally available. This tends to imply that teachers might use educational media if it were available to them.

3. Fewer of the respondents in schools with enrollments of 999 or less returned their checklists than in any other size category. This implies that one reason might be that the results of the completed checklist made them aware of their weakness in educational media and they did not wish to publicize their inadequacy.

4. Education in Oklahoma may be suffering due to the fact that many Oklahoma schools are not making adequate use of educational media.

5. The data implies that a greater variety of educational media practices were carried out to a greater degree as the schools increased in size.

Recommendations

On the basis of the data secured by this study the following recommendations are proposed:

1. That local school systems provide for periodic self-evaluation of their educational media programs on a definitely planned basis.

2. That steps be taken to achieve a greater commitment of the

school administration and the faculty to the provision and use of a wide range of media and services.

3. That the school administration and faculty work in closer coordination with the educational media staff to integrate all facets of educational media into the school instructional program.

4. That school administrators take definite steps to determine ways and means of utilizing the medium of television in the school system. The video tape recorder, in particular, can make a major contribution to the instructional program within a school.

5. That in-service education in educational utilization be provided for teachers in all schools.

6. That pre-service teacher preparation programs be strengthened by requiring all prospective teachers to take a course in educational media methods and materials or by including educational media experiences in the teacher education sequence courses.

7. That Oklahoma institutions of higher learning that are involved in teacher preparation make an effort to provide services which will help the in-service teacher to utilize educational media materials such as workshops, institutes, and summer courses.

8. That improvements be made in the procedures used to locate and distribute educational media in the Oklahoma public schools.

9. That physical facilities which complement the use of a wide range of educational media be provided in all Oklahoma public school classrooms.

10. That each Oklahoma public school system develop an educational media budget and that professional educational media personnel be involved

with the administration in the formulation of the budget.

11. That substantial increases be made in the number of qualified media personnel assigned as directors and coordinators in the Oklahoma public schools.

12. That this study be made available to the administration and faculties of the Oklahoma public schools in order that they might appraise the effectiveness of their instructional programs.

Recommendations for Further Study

It is recommended that the following studies would add materially to the accumulation of data necessary to insure proper utilization and administration of educational media:

1. That investigations of the status and functions of educational media programs in Oklahoma be conducted on a definitely planned basis to detect changes in the effectiveness of the program and to suggest changes for further improvements.

2. That a further study be conducted to reveal the kinds of educational experiences that are required for pre-service teachers to develop adequate competencies for the utilization of educational media not provided in current offerings.

3. That a comprehensive study be conducted to determine the professional media staff needs in the Oklahoma public schools.

4. That a study be conducted to determine teacher attitude toward the use of educational media in instruction.

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APPENDIX A

CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS

CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

SCHOOL SYSTEMS

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These criteria were developed as part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864.

CRITERIA
RELATING TO
AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- A school system should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.

- The educational media center should be an independent service unit that operates at the same level as other major school system services.

- A school system's educational media program should provide media and services compatible with modern-day instructional technology.

- A school system's educational media program should be directed toward the improvement of instruction in a modern educational program.

- The educational media program should occupy an important position in a school system's organizational plan.

- A school system's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."

- A school system should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.

- A school system's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- School system lines of communications and responsibilities should be clearly established to define the relationship of the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.

- School administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.

- Liaison should be maintained with state and national public institutions or agencies to make it possible for a school system to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Educational Media as an Integral Part of Curriculum and Instruction

- The philosophy of an educational media program should be congruent with the philosophy and objectives of the school system in which it exists.

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

- A school system should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.

- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school system.

- Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.

- The educational media program in a comprehensive school system should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.

- Long-range school system goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Adequate Educational Media Facilities

- New buildings constructed by a school system should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.

- There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.

- An educational media center should be provided with adequate physical facilities for optimum service to a school system.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school system for activities of a similar nature.

D. Commitment to Budgeting and Financing the Educational Media Program

- A school system's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the educational media requirements of the entire school system.
- The manner in which an educational media budget is administered should be determined by clear cut school system policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the school system's long-range goals and its immediate educational needs.
- The budget of a school system's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Educational Media Staff

- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to a school system's entire faculty.
- A school system should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.
- The director of a school system's educational media program should be directly responsible to the administrative officer in charge of instruction.
- A school system's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- Teachers should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.

- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in planning and developing the parts of the instructional program that make provisions for the use of educational media.

- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.

- An educational media program should include a consultation function with professional media staff members competent to render advise to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.

- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.

- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.

- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.

- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.

- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.

- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

- Services provided by the school's educational media center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- In order to achieve a high level of utilization all educational media should be made highly accessible to each teacher, either by delivery from the school educational media center to the point of use, or by the establishment of building centers where frequently used media are placed on long-term loan.

- If a school system is large and complex, the school media center should be supplemented by building media centers. The services provided by the school media center should be comprehensive and its services should include all those which the building centers are not equipped to provide. Duplication of effort should be held to a minimum.

- All frequently used educational media should be automatically placed in building media centers on a long-term loan when the need is established.

- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in buildings, departments, and in some cases in classrooms where they are used.

- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.

- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.

- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.

- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.

- Unique materials needed for specific teaching and learning situations should be produced in the school educational media center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and micro-photography, and special visual materials for use by administrative officials.

- Graphic materials production facilities and services should be available in one location with sub-facilities available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.

- If a school has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.

- If a school has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.

- There should be centralized services for maintaining all educational media owned by the school system.

- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.

- There should be a definite plan for replacement of worn out or obsolete equipment.

- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.

- All educational media should be examined and/or previewed before being purchased by the school.

- The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the school's faculty.

- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.

- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.

- A school educational media center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment. This collection should include the Media Index, if this publication is not otherwise available to school media personnel.

- Each building educational media center should maintain an up-to-date file of community resources available to teachers in the building, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

- Housing facilities for the school's educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.

- Housing facilities for building educational media centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.

- Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.

- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photographic studio, (4) at least one darkroom, and (5) a graphics studio.

- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.

- A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.

- A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.

- A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.

- An educational media center should have preview rooms where educational media can be examined and evaluated.

- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.

- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.

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

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

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.

- An educational media program should be financed entirely from regularly appropriated school funds.

- A school system should have clear-cut policies concerning allocation, income, and charges against the educational media budget.

- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.

- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.

- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be completely subsidized through a centralized budget.

- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of the book library or similar school services.

- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.

- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.

- The school's educational media center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.

- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.

- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.

- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs, and providing consultative services to teachers, administrators, supervisors, and other staff members.

- The functions of the director of the educational media program should include the administration of the educational media center. In large school systems the coordination of the various functions of the educational media center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.

- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the educational media center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.

- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.

- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.

- The educational media program in each building should be implemented and coordinated by an educational media specialist specifically prepared for this activity.

- Large buildings should be provided with the full-time services of a professional educational media coordinator.

- Small buildings should share the services of a professional educational media coordinator. Each coordinator should be assigned to few enough buildings to allow him to effectively implement and coordinate the media program in each building.

- The educational media coordinator should be well grounded in general education, and should have had successful experience as a classroom teacher. He should possess a masters degree, or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programed learning, administration, and supervision.

- Coordinators assigned to buildings where educational television is used should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.

- The functions of the educational media coordinator should include: reporting the media needs of the building to the school media director, assisting teachers in the selection and procurement of materials, supervising all functions of the building media center, and providing consultative services to teachers, principals, supervisors, and other staff members assigned to the building.

- The non-professional educational media staff should consist of adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.

- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum, and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability to a high order, know and be skilled in the use of evaluation techniques, and be able to operate as a research specialist.

- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.

- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.

- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production.

- An educational media specialist should demonstrate a desire to improve his professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

APPENDIX B

EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

******

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

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revised by

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INTRODUCTION TO CHECKLIST

The Evaluative Checklist which follows has been revised from an instrument developed by W. R. Fulton.[1] The checklist has been through a try-out and validation phase. It is known that when properly applied to a school system, it will discriminate among the several levels of quality in educational media programs.

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

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

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

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

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[1] The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. In any case mark only one of the twelve spaces.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

Mark only one box

[1] [2] [3]	There is no director of the media program.
[4] [5] [6]	There is a part-time director of the media program.
[7] [X] [9]	There is a full-time director in charge of the media program.
[10] [11] [12]	There is a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

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

A. Commitment to the Media Program

Mark only one of the twelve boxes

[1] [2] [3] The school's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

[4] [5] [6] The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.

[7] [8] [9] The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.

[10] [11] [12] The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

[1] [2] [3] The school provides some educational media for teachers, and no trained personnel are available to assist in the utilization of the educational media that is provided.

[4] [5] [6] The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

[7] [8] [9] A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

[10] [11] [12] The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

[1] [2] [3] The buildings in use at this time provide for only very limited use of educational media.

[4] [5] [6] Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

[7] [8] [9] The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

[10] [11] [12] All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

[1] [2] [3] Finances for the educational media program are not included in the budget.

[4] [5] [6] Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

[7] [8] [9] Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

[10] [11] [12] The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

[1] [2] [3] The responsibility for utilization of educational media services rests entirely with the individual teacher who desires such services.

Remember -- Mark only one of the twelve boxes

[4] [5] [6] The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

[7] [8] [9] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

[10] [11] [12] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

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

Remember -- Mark only one of the twelve boxes

A. Consultative Services in Educational Media Utilization

[1] [2] [3] There are no educational media personnel available to provide for consultative services.

[4] [5] [6] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[7] [8] [9] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[10] [11] [12] Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

[1] [2] [3] No inservice education activities relating to the utilization of educational media are provided.

Remember -- Mark only one of the twelve boxes

[4][5][6] Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

[7][8][9] Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

[10][11][12] Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

[1][2][3] None of the teachers nor students make any use of educational media in their individual presentations.

[4][5][6] Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

[7][8][9] Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

[10][11][12] Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

[1][2][3] There are no professional educational media staff available, therefore they cannot be involved in planning for the use of educational media.

[4][5][6] The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

[7][8][9] The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

[10][11][12] The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

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

Remember -- Mark only one of the twelve boxes

A. Location and Accessibility of Educational Media

[1] [2] [3] The school does not have an educational media center and does not have access to such services and media as might be rendered from an educational media center.

[4] [5] [6] The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

[7] [8] [9] The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

[10] [11] [12] The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is never disseminated to prospective users as a matter of policy, but occasionally information concerning educational media might be secured upon request.

[4] [5] [6] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[7] [8] [9] Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

Remember -- Mark only one of the twelve boxes

[10] [11] [12] Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] Educational media is practically nonexistent and responsibility for obtaining such materials rests entirely with the user.

[4] [5] [6] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[7] [8] [9] The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

[10] [11] [12] There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

[1] [2] [3] There are practically no media storage facilities and those that are available are most difficult to locate and retrieve.

[4] [5] [6] Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

[7] [8] [9] The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[10] [11] [12] Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

[1] [2] [3] The school has no provision for cleaning and repairing educational media.

[4] [5] [6] Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

[7] [8] [9] Educational media are cleaned and repaired whenever the maintenance staff has time to do so.

[10] [11] [12] All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no facilities for production are made available to teachers in producing their own materials.

[4] [5] [6] Limited production facilities are available for teachers to produce their own materials.

[7] [8] [9] Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

[10] [11] [12] Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

Remember -- Mark only one of the twelve boxes

A. Physical Facilities in Existing Classrooms

[1] [2] [3] No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.

[4] [5] [6] A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

[7] [8] [9] Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

[10] [11] [12] All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] Most classrooms are not provided with physical facilities that make possible the use of educational media.

[4] [5] [6] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[7] [8] [9] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[10] [11] [12] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

Remember -- Mark only one of the twelve boxes

CRITERION

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

A. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

[4] [5] [6] The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[7] [8] [9] The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

[10] [11] [12] Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

[1] [2] [3] The budget does not usually contain an allotment for educational media.

[4] [5] [6] The educational media budget is based on an arbitrary allotment of funds irrespective of need.

[7][8][9] The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[10][11][12] The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

[1][2][3] There is no provision for the development of a separate educational media budget.

[4][5][6] Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

[7][8][9] The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

[10][11][12] The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

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

Remember -- Mark only one of the twelve boxes

A. School System Media Staff

[1][2][3] No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

[4][5][6] A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

[7][8][9] A professional media person with some special training is in charge of the educational media program and has some professional, clerical and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[10][11][12] The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

[1] [2] [3] No building has a teacher, or a member of the professional staff assigned to coordinate media activities. Any use of media in teaching is included in the other tasks of the teacher.

[4] [5] [6] Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

[7] [8] [9] Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

[10] [11] [12] A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

Remember -- Mark only one of the twelve boxes

PROFILE SHEET

Name of school system or district_____

Enrollment of school system or district_____

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

WEAK ——— STRONG

Mark only one of the twelve boxes

		1	2	3	4	5	6	7	8	9	10	11	12
Administrative Commitment	Section I Item A												
	B												
	C												
	D												
	E												
Media Services	Section II Item A												
	B												
	C												
	D												
Media Services Center	Section III Item A												
	B												
	C												
	D												
	E												
Facilities	F												
	Section IV Item A												
	B												
Budget and Finance	Section V Item A												
	B												
	C												
Staff	Section VI Item A												
	B												

APPENDIX C

UTILIZATION CHECKLIST

EVALUATIVE CHECKLIST

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AN INSTRUMENT FOR EVALUATING THE USE

OF

EDUCATIONAL MEDIA

by

Herman L. Totten and W. R. Fulton

Revised by Kenneth L. King

University of Oklahoma

Norman, Oklahoma

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 <u>educational media</u> as used in this instrument means all equipment and materials traditionally called <u>audio-visual materials</u> and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms <u>media</u> and <u>educational media</u> 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 <u>one</u> of the numbers at the left of the statement that most nearly represents the situation in your teaching position. If the statement accurately describes your teaching situation, mark <u>one</u> 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. <u>In any event, mark only one of the numbers, 1 through 12.</u>

EXAMPLE:

Mark only one box

[1] [2] [3]	In my teaching situation, I never make use of educational media.
[4] [5] [6]	In my teaching situation, I rarely make use of educational media.
[7] [X] [9]	In my teaching situation, I make occasional use of educational media.
[10] [11] [12]	In my teaching situation, I use educational media whenever they are needed in the learning process.

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 instruction.

Mark only one of the twelve boxes

A. The Role of Educational Media in Instruction

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

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

[1] [2] [3] In my teaching situation, there is never inservice education in the use of educational media or new instructional devices.

[4] [5] [6] In my teaching situation, there is rarely inservice education in the use of educational media or new instructional devices.

[7] [8] [9] In my teaching situation, there is occasional inservice education in the use of educational media and instructional devices.

[10] [11] [12] In my teaching situation, there is frequent inservice education in the use of educational media and instructional devices.

I. EDUCATIONAL TELEVISION

Remember -- Mark only one of the twelve boxes

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.
- Educational 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

[1] [2] [3] In my teaching situation, educational television is never used to disseminate information.

[4] [5] [6] In my teaching situation, educational television rarely is used to disseminate information.

[7] [8] [9] In my teaching situation, educational television is occasionally used to disseminate information.

[10] [11] [12] In my teaching situation, educational television is often used to disseminate information.

B. Pictorial Current Events Depicted by Educational Television

[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.

[4] [5] [6] In my teaching situation, educational television is rarely used to depict current events even though the pictorial aspect may be valuable or enhance 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.

[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.

C. Use of Educational Television to Reach Widely Dispersed Audiences

[1] [2] [3] In my teaching situation, educational television is never used for inservice education or to disseminate information to widely scattered audiences.

[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.

[7] [8] [9] In my teaching situation, educational television is occasionally used for inservice education or to disseminate information to widely scattered audiences when the learning groups are large enough to justify the cost.

[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.

Remember -- Mark only one of the twelve boxes

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

[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.

[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.

[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.

[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.

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. 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

A. Use of Teaching Machines and/or Programmed Learning Materials 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.

[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.

[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.

[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.

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

[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.

[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.

[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.

[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.

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 playback 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.

Remember -- Mark only one of the twelve boxes

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

[1][2][3] In my teaching situation, recordings are never used to enliven, enhance, 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.

[7][8][9] In my teaching situation, recordings are occasionally used to enhance, enliven, and vivify impressions of material being presented.

[10][11][12] In my teaching situation, recordings are often used to enliven, enhance, and vivify impressions of materials being presented.

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

[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.

[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.

[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.

[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.

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

[1] [2] [3] In my teaching situation, tape recordings are not used for student self-evaluation and improvement, nor are they used 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.

[7] [8] [9] In my teaching situation, tape recordings are occasionally used for student self-evaluation and improvement, and to report 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.

Remember -- Mark only one of the twelve boxes

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

[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.

[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.

[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.

[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.

B. Use of Opaque Materials to Enlarge Small Size Still Pictures 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.

[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.

[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.

[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.

Remember -- Mark only one of the twelve boxes

V. OVERHEAD TRANSPARENCIES

CRITERION

- 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

[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.

[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.

[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.

[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.

Remember -- Mark only one of the twelve boxes

VI. SLIDES

CRITERION

- 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

[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.

[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.

[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.

[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.

VII. FILMSTRIPS

CRITERION

- 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

[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.

[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.

[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.

[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.

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 contribute 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 are 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

[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.

[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.

[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.

[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.

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

[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.

[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.

[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.

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

[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.

[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.

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.

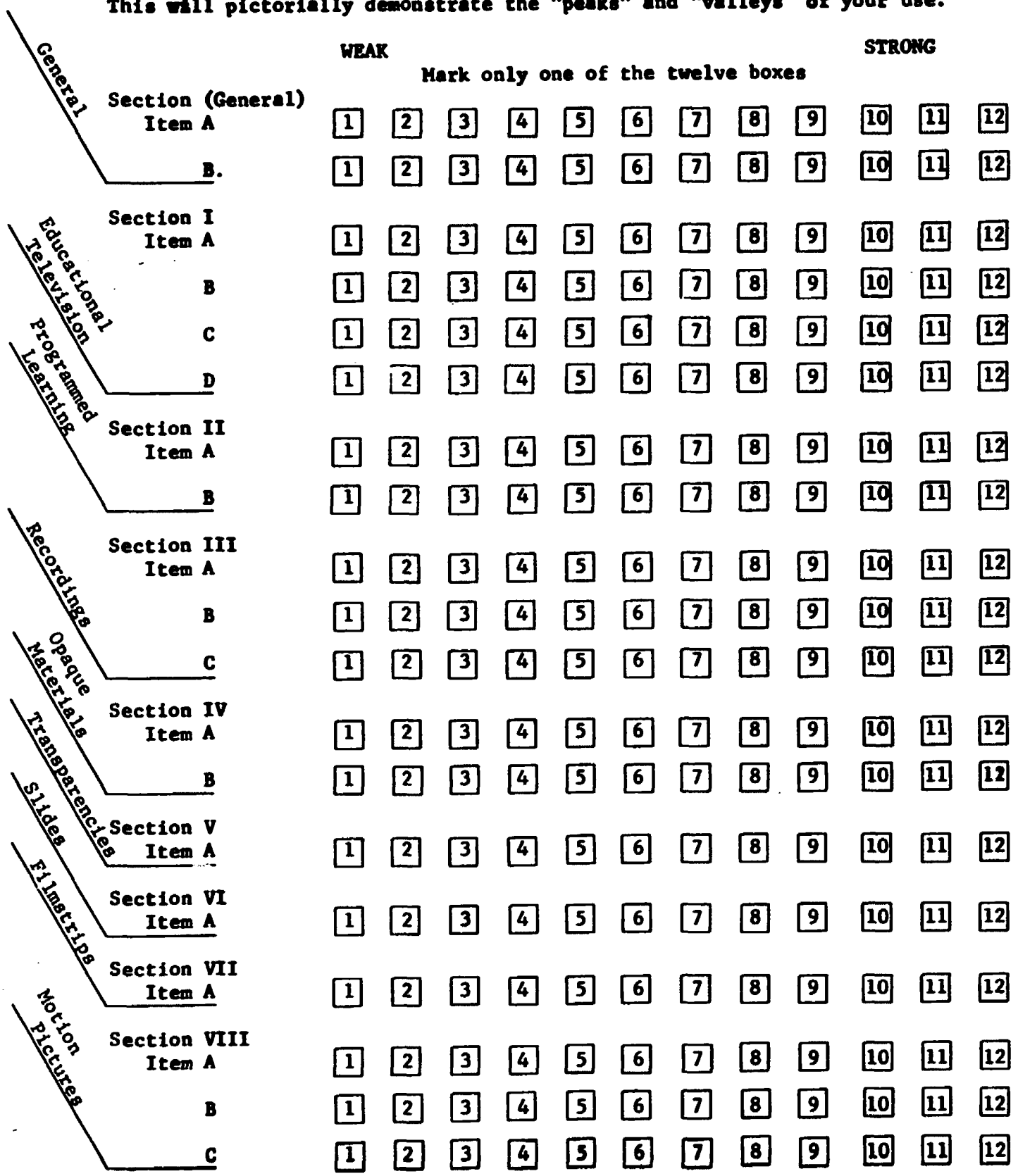
10 11 12 In my teaching situation, eight millimeter cartridge silent motion picture films are often used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

PROFILE SHEET

Name of school system or district_____

Enrollment of school system or district_____

To develop a profile image of your educational media use, tranfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position This will pictorially demonstrate the "peaks" and "valleys" of your use.



APPENDIX D

COVER LETTER TO SUPERINTENDENTS

JAKE SMART
ASST. SUPERINTENDENT
INSTRUCTION

EARL CROSS
ASST. SUPERINTENDENT
STATE - FEDERAL

CHARLES L. WEBER
ASST. SUPERINTENDENT
FINANCE

State Department of Education

D. D. CREECH, Superintendent
E. H. McDONALD, Deputy Superintendent
Oklahoma City, Oklahoma 73105

March 14, 1969

Dear Superintendent:

We in the State Department of Education are involved along with other groups in a statewide assessment of the most critical needs of education in the State of Oklahoma. We are again gathering data to be used in the establishment of a ranking of priorities for the funding of educational programs.

We are asking you to help us by completing the enclosed evaluation checklist which has been revised from an instrument developed by Dr. William R. Fulton of the University of Oklahoma. This instrument requires 22 responses and should take about 16 minutes of your time. Within the next few days, one of your teachers selected at random, will receive a similar instrument for the evaluation of media utilization in your school.

The data collected from these checklists will be most valuable in the assessment of media needs in our State. However, it will also be analyzed by a graduate assistant from the University of Oklahoma as a basis of a doctoral dissertation.

Many things have been happening in recent years in the field of Educational Media, such as accreditation requirements, joint standards, and certification of media personnel. The Oklahoma State Board of Education recently approved a certification program for Audiovisual Specialists. The term "Educational Media" as used in this instrument means all equipment and materials traditionally known as audiovisual materials and all the newer media such as television and programmed materials.

May we thank you in advance for your prompt cooperation as we are hoping to have a 100% return from all highschools in the State of Oklahoma.

Please return this instrument in the enclosed self-addressed envelop.

Sincerely,

E. F. Bryan

E. F. Bryan, Director
Instructional Media Division

EFB:lm

Enclosures

APPENDIX E

COVER LETTER TO TEACHERS

JAKE SMART
ASST SUPERINTENDENT
INSTRUCTION

EARL CROSS
ASST SUPERINTENDENT
STATE - FEDERAL

CHARLES L. WEBER
ASST. SUPERINTENDENT
FINANCE

State Department of Education

D. D. CREECH, Superintendent
E. H. McDONALD, Deputy Superintendent
Oklahoma City, Oklahoma 73105

March 21, 1969

Dear Teacher:

We in the State Department of Education are involved along with other groups in a statewide assessment of the most critical needs of education in the State of Oklahoma. We are again gathering data to be used in the establishment of a ranking of priorities for the funding of educational programs.

We are asking you to help us by completing the enclosed evaluation checklist which has been revised from an instrument developed by Dr. William R. Fulton of the University of Oklahoma. This instrument requires 19 responses and should take about 12 minutes of your time. Your superintendent recently received a similar instrument for evaluation of the total media program in your school.

The data collected from these checklists will be most valuable in the assessment of the media needs in our State. However, it will also be analyzed by a graduate assistant from the University of Oklahoma as a basis of a doctoral dissertation.

Many things have been happening in recent years in the field of Educational Media, such as accreditation requirements, joint standards, and certification of media personnel. The Oklahoma State Board of Education recently approved a certification program for Audiovisual Specialist. The term "Educational Media" as used in this instrument means all equipment and materials traditionally known as audiovisual materials and all the newer media such as television and programmed materials.

May we thank you in advance for your prompt cooperation as we are hoping to have a 100% return from all schools in the State of Oklahoma.

Please return this instrument in the enclosed self-addressed envelop.

Sincerely,

E. F. Bryan

E. F. Bryan, Director
Instructional Media Division

EFB:lm

Enclosures

APPENDIX F

FOLLOW-UP LETTER TO SUPERINTENDENTS

JAKE SMART
ASST SUPERINTENDENT
INSTRUCTION

EARL CROSS
ASST SUPERINTENDENT
STATE - FEDERAL

CHARLES L. WEBER
ASST. SUPERINTENDENT
FINANCE

State Department of Education

D. D. CREECH, Superintendent
E. H. McDONALD, Deputy Superintendent
Oklahoma City, Oklahoma 73105

April 10, 1969

Mr. John Doe
Superintendent of Schools
Anywhere, Oklahoma 73112

Dear Mr. Doe:

A few weeks ago, I sent you a letter and a questionnaire concerning some media research in which we are involved. The response has been exceptionally good, but to this date we have not received a completed checklist from you; however, if you have mailed this checklist within the past few days, please disregard this communication.

As it was pointed out in the original letter, your response will be most valuable in the assessment of media needs in the State. I know that you are extremely busy with your work and that this checklist came to you at a very inopportune time; however, I will be indeed grateful if you will return this completed checklist at your earliest convenience. If you need another copy of the checklist, please let me know and I will be happy to forward one to you.

Thanks in advance for your kind cooperation.

Sincerely,

E. F. Bryan, Director
Instructional Media Division

EFB:lm

APPENDIX G

FOLLOW-UP LETTER TO TEACHERS

JAKE SMART
ASST SUPERINTENDENT
INSTRUCTION

EARL CROSS
ASST SUPERINTENDENT
STATE - FEDERAL

CHARLES L. WEBER
ASST. SUPERINTENDENT
FINANCE

State Department of Education

D. D. CREECH, Superintendent
E. H. McDONALD, Deputy Superintendent
Oklahoma City, Oklahoma 73105

April 15, 1969

Mrs. John Doe
Teacher, High School
Anywhere, Oklahoma

Dear Mrs. Doe:

You recently received a letter from this office explaining some research in which we are involved; enclosed with this letter was a checklist for evaluating media utilization in your school. The response to this project has been exceptionally good, but to this date we have not received a completed checklist from you; however, if you have mailed this checklist within the past few days, please disregard this communication.

As it was pointed out in the original letter, your response will be most valuable in the assessment of media needs in the State. I know that you are extremely busy with your work and that this checklist came to you at a very inopportune time; however, I will be indeed grateful if you will return this completed cnecklist at your earliest convenience. If you need another copy of the checklist, please let me know and I will be happy to forward one to you.

Thanks in advance for your kind cooperation.

Sincerely,

E. F. Bryan, Director
Instructional Media Division

EFB:lm