



DEPARTMENT OF STATE  
AGENCY FOR  
INTERNATIONAL DEVELOPMENT

Worksheet  Issuance

PAGE 1 OF 1 PAGES

PIO/T

PROJECT IMPLEMENTATION  
ORDER/TECHNICAL  
SERVICES

1. Cooperating Country  
**WORLDWIDE**

2. P/O/T No. 18p.  
**931-11-690-131-73-311103**

3. Project/Activity No. and Title  
**A grant to increase within Florida State University special competence for the development and application of systems to utilize technology in education programs for the LDCs**

4. Appropriation Symbol  
**72-1111004**

5. a. Allotment Symbol & Charge  
**154-31-099-00-34-11**

5. b. Funds Allotted to:  
 AID/W  Mission

6. Obligation Status  
 Administrative Reservation  Obligation  Sub-Obligation

7.  Original or Amendment No.:

8. No. of Technicians  
**See Grant**

9. Services to Start (Mo., Day, Yr.)  
Between: **4/15/71** And: **4/30/71**

10. Duration (Months)  
a. Of Services **60** b. Of Financing **60**

11. a. Type of Action  
 AID Contract  Cooperating Country Contract  Participating Agency Service Agreement  Other **Grant**

11. b. Authorized Agent  
**AID/W**

Financing \$1.00 =	A. Previous Total	B. Increase	C. Decrease	D. Total to Date
12. AID Financing a. Dollars		<b>\$1,000,000</b>		<b>\$1,000,000</b>
b. U.S.-Owned Local Currency				
13. Cooperating Country Contributions a. Counterpart				
b. Other				

14. Mission References

15. Objective for which the Technical Services are to be used (Describe)  
**This Institutional Grant, made under authority of Section 211(d) of the FAA of 1966, is designed, to strengthen within the Florida State University, their special competence in applying a systems approach to the utilization of modern technology for educational problems of the LDCs. The grant anticipates an applied developmental research program, the design and organization of system applications, a graduate level training program, a relevant librarial information center, national and international institutional linkages, strengthened faculty and curricula requirements. The capability thus developed is expected to provide advisory, consultive and training capacities to A.I.D. and other organizations concerned with international development programs.**

16. Mission Clearances	Date	Mission Clearances	Date

17. Date of Original Issuance

18. Date of this Issuance  
**April 15, 1971**

19. For the Cooperating Country  
The terms and conditions set forth herein are hereby agreed to:

20. For the Agency for International Development

*B. J. O'Brien*

SIGNATURE: **B. J. O'Brien** DATE: **April 15, 1971**  
TITLE: **Contracting Officer** CONTRACT SERVICES DIVISION

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

OFFICE OF GRADUATE DEAN  
AND DIRECTOR OF RESEARCH

March 24, 1971

SR# 71-171

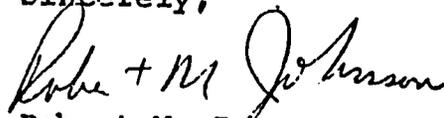
Virginia C. Perelli  
PCOC/CSD  
Agency for International Development  
Washington, D.C. 20523

Dear Miss Perelli:

Transmitted herewith is a proposal for support under the AID Institutional Grants Program entitled "International Center for Educational Technology." The requested amount is \$1,000,000 over a five year period.

If you should have any questions about the proposal or any of the enclosed materials, please do not hesitate to contact myself (599-3860), William Turner, our Assistant Director for Research (599-2133), or Dr. Morgan, Principal Investigator (599-4180).

Sincerely,



Robert M. Johnson  
Graduate Dean and  
Director of Research

RMJ/cvp

cc: Dr. Robert Morgan

Enclosures (listed on Page 2)

PROPOSAL FOR SUPPORT UNDER THE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
INSTITUTIONAL GRANTS PROGRAM

Name of Applicant: THE FLORIDA STATE UNIVERSITY  
Date of Application: March 24, 1971  
Title: A Grant to Strengthen at the Florida State  
University its Center for Educational  
Technology.  
Duration: 5 years from May 1, 1971  
Amount of the Grant: \$1,000,000

SUMMARY

Florida State University proposes, with support from the Agency for International Development, to strengthen its present capacity to apply a systems approach to the utilization of technology in education. To facilitate the integrated, multi-disciplinary effort required, the Center for Educational Technology is supported by resources of the University, and will be additionally supported by the proposed AID Grant and subsequently by other sources.

The Grant being sought is to strengthen the competence of the University in the subject area, to facilitate the mobilization of such competence in a Center, and to provide a special focus on the systems

approach to educational technology as it relates to the educational problems of the developing countries. The achievement of this increased capability, which is the primary purpose of the Grant, will enable the University to be of greater future service to AID, the developing countries, and a multiplicity of international public and private institutions and organizations interested in the subject area.

Principal Objectives

The principal objectives of this Grant will be to enable the University to strengthen its capacity:

- a. To plan and carry out a program of applied developmental research in the subject area which is designed to integrate present knowledge and work toward closing current knowledge gaps in the field.
- b. To design and organize systematic approaches, alternative models and optional arrangements for the application of educational technology under the differing circumstances and interests of the various developing countries.
- c. To provide educational and training opportunities for a broad spectrum of U.S. and foreign personnel, ranging from complete advance degree work to short-term training for a variety of special purposes.
- d. To develop an information center on educational technology which will be a library of significant research from throughout the world, books and relevant documents as a basic intellectual resource for a variety of purposes.

- e. To establish strong and mutually reinforcing relationships with the growing number of national and international institutions, organizations, activities and projects involved in educational technology for the developing countries.
- f. To serve as a basic intellectual resource center within the U.S. which, through its increase in competence facilitated by this Grant and other resources, will be better able to undertake a variety of research, planning, consulting and other performance tasks required by AID and other donors, the developing countries, and the various other entities involved in the subject area.

In pursuit of such objectives, the Center will retain its continuing focus on a systems approach to the application of educational technology, giving primary attention to the educational problems of the developing countries and recognizing their need to obtain significantly higher educational outputs from their relatively low base of available resources. Essentially, this capacity will be developed as an effort to respond to the worldwide need for cost-effective, feasible systems of education using instructional technologies which can be developed fast enough to alleviate the growing world educational crisis.

The funds requested in this proposal will be used within the context of the Center to:

- a. Engage new professional faculty members and free present faculty to work in the subject area.
- b. Support professional research assistants.

- c. Provide stipends for additional graduate students from the U.S. and the developing countries.
- d. Compensate consultants, including members of an International Advisory Panel.
- e. Develop courses, seminars and workshops.
- f. Fund necessary travel pursuant to the program.
- g. Rent essential media equipment and computer time.
- h. Reproduce and disseminate educational materials.
- i. Pay for educational equipment, library acquisitions, materials, supplies and related expenses.

#### University Capabilities

Florida State University has assembled considerable strength in most of the relevant streams of academic activity for a systems approach to educational technology. This work is integrated primarily in the Department of Educational Research within the College of Education, a leading U.S. institution in this field. The University recently has focused this research, planning and training capability on educational problems of the developing countries and desires to further its competence in this area.

A brief summary of current University strengths which are being integrated in a systems approach to educational technology include:

- a. Instructional Systems - including graduate level emphasis in the planning, designing and implementing of complex

systems of instructional resources; educational measurement and evaluation; learning theory and research; management and communications; media and computer applications; and real life problem applications of educational technology systems.

- b. Educational Management Systems - including instructional and facilities planning, resource allocation, and cost-effectiveness and cost-utility theory, technique and practice.
- c. International Education - focusing on educational development in cross cultural settings, the dynamics of educational change in developing societies, and the role of education in political, social and economic aspects of nation building.
- d. Social and Behavioral Science - involving a concentrated application of such disciplines as anthropology, sociology, psychology and economics to the central purpose of a systems approach to the application of educational technology.

Florida State University has a highly qualified roster of professional personnel within the College of Education and throughout the University who increasingly will focus attention on the subject area, primarily through the Center for Educational Technology. The Grant will enable the Center to integrate such efforts and supplement present resources so as to more rapidly strengthen capabilities in the subject area. The University's present capacities are being sought increasingly for service

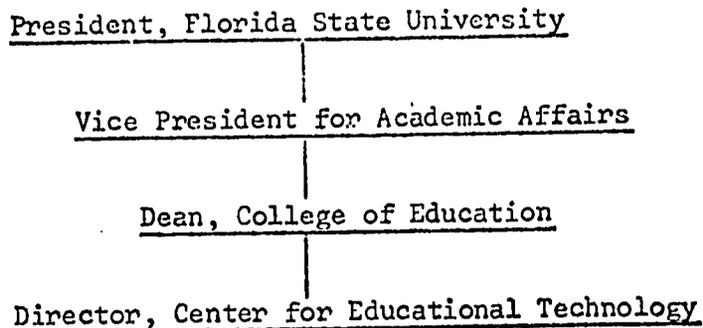
related to the developing countries by various components of AID.

The University is committed to the continued growth of an integrated, interdisciplinary effort to develop a systems approach to educational technology. The Grant proposed for the next five years, coupled with the resources of the University and other potential sources, will accelerate substantially the strengthening of its capability and result in its primary focus on the needs of the developing countries.

Administrative Structure

At Florida State University, the Center for Educational Technology will be at the graduate level in the College of Education. Leadership of the Center will be provided by a Director who is responsible through the Dean of the College of Education and the Vice President for Academic Affairs to the President of the University.

The organizational structure is illustrated below.



### Relationships with Other Universities and Institutions

The Center for Educational Technology will initiate and maintain relationships with appropriate universities and other intellectual resources, bilateral and multilateral donors, developing country institutions, foundations, and regional and functional organizations within and outside of the U.S. which are concerned with the subject area. While such relationships will vary in scope and intensity, these linkages and the exchange of knowledge among them is an essential part of the work of the Center.

### University Contribution

The University will continue its overall effort in the subject area as a part of its own plans for growth and development, adopted without consideration of the possibility of this Grant. The funds provided by this Grant will not replace any existing funds available to the University for any current activity in the subject area. That is, the activities carried out under this Grant will be additive to existing and planned programs of the University.

In addition, the University will contribute all of those items normally described as "overhead" in the University's accounting procedures. In direct support of this Grant, the University will provide:

- a. Office, classroom and auditorium space for faculty, students and special meetings or symposiums related to this program.

- b. Library facilities and consultation with members of the faculty not directly associated with the Center.
- c. Appropriate access to the University computer facilities at University established rental rates, field laboratories and other special research resources and aids maintained by the University.
- d. Administrative support services of the University.

Scope of Proposed Program

The growth of multi-disciplinary work in the development of research and training in a systems approach to the application of educational technology at Florida State University is moving forward successfully and a broad base of competency has been developed. Available funding has required primary emphasis on domestic educational problems. There is a need to obtain the supplementary resources to accelerate the development of the desired international dimension of the University's program.

This Grant will be used by Florida State University to strengthen research, teaching, consultation and service capabilities of the University to focus on the needs of developing countries in the subject area. As a consequence of such increased capabilities and competence, the University will be able to contribute significantly to assessing, developing and applying the potential of educational technology as a possible cost-effective means for alleviating certain of the pressing educational

problems of the developing countries.

While the primary emphasis of the Center's work will be in "formal" education, a secondary emphasis will be placed on "non formal" education.

Within the necessary framework of retaining flexibility during the five year period of this Grant, the objectives of this Grant will be achieved by such representative activities as those noted below.

Strengthening the capability of the University's Center for Educational Technology, with particular reference to the applicability of the technology to the problems of lesser developed countries, is the purpose of the Grant. In achieving this purpose the Center will enhance its capacity through expanded engagement in certain activities which will include: (1) development research; (2) both graduate education and non-degree training programs; (3) the development of an information exchange center; and (4) the development of international institutional linkages.

1. Development Research.-- The Center staff will determine priorities for a program of applied, developmental research projects which are consistent with the aim of strengthening the Center's capability. These projects will have important relevance to developing country problems and will be directed systematically at finding ways of increasing instructional efficiency at feasible cost. A series of instructional plans will be designed for field testing that are appropriate for the different

conditions, resources and constraints unique to various countries and regions of the world. A rationally developed educational system will consist of a mix of components which have been optimally articulated after careful study of the contribution to learning and the cost of the components, singly and in combination. A major and continuing research function of the Center will be the analysis and evaluation of the way these elements are organized within developing countries, and alternative ways they could be more effective.

Such developmental research and planning efforts will deal with problems of broadly varying scope, ranging perhaps from one country's needs for a specialized kind of technical professional training to another country's efforts to transform its educational objectives and methods. Such streams of research on a variety of planning problems will serve as a basis for refining techniques and instruments for comparing alternative educational programs, and for producing empirically derived guidelines for deploying resources to establish the most efficient conditions for learning in a given national situation.

Other research inquiry will be directed to more discrete research questions, centering on improving the effectiveness of components of instructional systems and of management systems. These specific kinds of problems will in many instances grow out of the broader systems analytic studies and will simultaneously contribute to the refinement of future systems studies.

In order to maximize the utility of these studies they will, where feasible and appropriate, be conducted in the actual developing country educational environments and in cooperation with developing country institutions and agencies serving as co-researchers.

2. Development of Personnel.-- The Grant will make it possible to add to the graduate training program of the University specific course offerings for the training of educational technologists specializing in the problems of developing countries. Packaged courses will be developed which will employ modular programmed multimedia materials which can be used in the graduate instructional programs but which will also be suitable for short-courses or workshops offered outside the context of the graduate degree program. The Center staff will identify strategically located personnel from selected, critical developing countries and recruit them into the Center's training programs. These personnel will be recruited as graduate assistants in cooperation with the AID Missions and Ministries of Education with which linkages will have been forged. These students will be important resources to the Center, will add significantly to the international orientation of the Center and bring to the University firsthand knowledge of the educational problems of lesser developed countries. There will be two major types of training developed: regular in-depth graduate degree training and specialized intensive short-course or workshop training. Short-term training may

be conducted either at the University or in developing countries.

With Grant support it will be possible to offer graduate training at the Florida State University campus leading to master's or doctoral degrees. Graduates could major in Instructional Systems or in Educational Administration, both programs having a heavy concentration in educational technology. It will also be possible for a student to major in other areas, such as sociology, adult education, science education, etc., and obtain a strong minor in educational technology. The University will add to its curricular offering sufficient graduate courses to effectively relate educational technology and systems management to the special problems of developing countries.

Flexible non-degree programs can be organized for people from the developing countries. They might be admitted into a planned selection of courses for one or two quarters or a full academic year as a special student not working toward a degree.

In addition, special purpose short courses, workshops, or institutes in educational technology will be planned and developed. Typically, these would be developed in consultation with a Ministry of Education and the local AID Mission, and operational costs of the special training sessions would be borne by them. These could vary in length from a few weeks to a few days. The content could be tailored to the background, level, and needs of particular groups.

It would also be possible to arrange internships, research participation, or post-doctoral fellowships in the Computer Assisted Instruction Center or the Division of Instructional Research and Services.

3. Information Exchange Center.-- A major advantage to be derived from the grant is the opportunity to develop a library of reference materials, books and research reports on educational technology and its application in lesser developed countries. The accumulation and effective dissemination of relevant information on programs and projects which could be useful to educators, planners, and governments will be an important responsibility of the Center. This objective will be accomplished through institutional correspondence, a newsletter service, and through the Center's training activities

4. Institutional Linkages.-- The Center will establish linkages with institutions, Agencies and programs in all geographic regions. The character of the relationship will vary: from informal to formal, from intensive to casual, from project support to institutional support. The guiding principle will be to pursue the Center's purpose in pushing forward the practical state-of-the-art in a way that provides for maximum growth of the Center's capabilities.

The University with AID already has developed contacts with several institutions, including the Innotech regional center in Singapore,

the Brazilian Space Agency, the Korean Institute for Research in the Behavioral Sciences, and the planned series of OAS training centers in Educational Television in Latin America. Several candidate institutions in Africa, the Near East and South Asia are being discussed, and there are firm plans to develop strong associations with at least one in each region. In addition, a formal mechanism will be established for coordination with other AID grantees and contractors in this area, through an annual conference, through working-group meetings on special issues, and through the exchange of studies.

The Center will develop the capacity to provide certain support under separate financing to developing countries in a number of important ways. This support clusters around technical assistance, information exchange, and research. One of the immediate activities of the Center will be to establish and maintain contact with those existing projects, which are utilizing educational technology in major educational programs, such as those in El Salvador and the Ivory Coast. Where possible and desired, support and assistance will be provided in the form of project review and critique, information about similar projects elsewhere, the training of additional staff when feasible, and the location of specialists for the project staff.

Implementation of the Program

Apart from the substantive implementing actions noted in the previous section, the Director of the Center for Educational Technology will be expected to insure the full operational status of the Center within a six month period. Specifically, the following tasks would be scheduled for completion:

- a. Location and modification of all office and laboratory space.
- b. Completion of an Instructional Technology Demonstration Center, designed to acquaint students and visitors with a variety of instructional systems.
- c. Hiring and assignment of faculty for the school year.
- d. Recruitment and assignment of graduate students.
- e. Scheduling of seminars, courses and special classes for the school year.
- f. Convening an International Advisory Committee.
- g. Initial identification of priority research areas.

As a minimum, there will be an annual technical report and, at the initiative of AID, an annual substantive review of activities under the Grant. This will include an evaluation of progress, administrative and financial considerations, plans for the following year, and discussions of the possible utilization of the evolving University competence by AID and others -- under technical assistance, research and training contracts.

BUDGET SUMMARY

<u>Item</u>	<u>Amount</u>	<u>Per cent of Total</u>
Professional and Staff Salaries	\$ 478,000	47.8
Graduate Stipends	213,000	21.3
Consultants	25,000	2.5
Travel	40,000	4.0
Educational Equipment	46,000	4.6
Equipment Rental	88,000	8.8
Educational Materials Reproduction	50,000	5.0
Supplies, Materials and Other Expenses	60,000	6.0
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TOTAL	\$1,000,000	100.00

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DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON, D. C. 20523

OFFICE OF  
THE ADMINISTRATOR

APR 28 1971

CERTIFIED A TRUE COPY THIS  
12th DAY OF May 1971  
BY E. L. Amis

Dr. J. Stanley Marshall  
President  
Florida State University  
Tallahassee, Florida 32306

Dear Dr. Marshall:

I am pleased to inform you that pursuant to the authority contained in Section 211(d) of the Foreign Assistance Act of 1961, as amended Grant No. AID/csd-2945 in the amount of \$1,000,000 is hereby made to the Florida State University. This Grant is for the purpose of implementing the project "To Strengthen at the Florida State University its Center for Educational Technology", as set forth in the Final Proposal dated March 24, 1971, and agreed to by the Agency for International Development (A.I.D.) and the Florida State University.

The Grant funds are obligated as of the date of this letter, and shall apply to costs incurred in furtherance of the project for five years.

This Grant is made to the Florida State University on condition that the Grantee shall administer the funds provided under this Grant in accordance with the terms and conditions set forth in the Final Proposal (including Budget), the Standard Provisions, and Appendix "A", attached hereto and made a part hereof. To the extent of any inconsistency between the Proposal and the Standard Provisions, and any other provisions which are made a part of this Grant, by reference or otherwise, the Standard Provisions shall control.

PREPARED ON PAGE 2

Please acknowledge this Grant by signing the original and six (6) copies of this letter and the Statement of Assurance of Compliance.

Sincerely yours,

Maurice J. Williams.  
Maurice J. Williams  
Deputy Administrator

Enclosures:

1. Final Proposal & Budget
2. Standard Provisions
3. Appendix "A"

ACCEPTED:

BY:

TITLE:

President

5/7/71

FUNDS AVAILABLE

Date Apr. 29, 1971  
Project No. 931-11-690-131-73  
Obligation No. 3111031  
Object Class 259  
Allotment 154-31-099-00-34-11  
Amount \$1,000,000.00  
By (Initials) JJK  
AID/CONS/ACQ/WAB

PROPOSAL FOR SUPPORT UNDER THE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
INSTITUTIONAL GRANTS PROGRAM

*AID/ceet-2945*

Name of Applicant: THE FLORIDA STATE UNIVERSITY  
Date of Application: March 24, 1971  
Title: A Grant to Strengthen at the Florida State  
University its Center for Educational  
Technology.  
Duration: 5 years from May 1, 1971  
Amount of the Grant: \$1,000,000

SUMMARY

Florida State University proposes, with support from the Agency for International Development, to strengthen its present capacity to apply a systems approach to the utilization of technology in education. To facilitate the integrated, multi-disciplinary effort required, the Center for Educational Technology is supported by resources of the University, and will be additionally supported by the proposed AID Grant and subsequently by other sources.

The Grant being sought is to strengthen the competence of the University in the subject area, to facilitate the mobilization of such competence in a Center, and to provide a special focus on the systems

approach to educational technology as it relates to the educational problems of the developing countries. The achievement of this increased capability, which is the primary purpose of the Grant, will enable the University to be of greater future service to AID, the developing countries, and a multiplicity of international public and private institutions and organizations interested in the subject area.

#### Principal Objectives

The principal objectives of this Grant will be to enable the University to strengthen its capacity:

- a. To plan and carry out a program of applied developmental research in the subject area which is designed to integrate present knowledge and work toward closing current knowledge gaps in the field.
- b. To design and organize systematic approaches, alternative models and optional arrangements for the application of educational technology under the differing circumstances and interests of the various developing countries.
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- e. To establish strong and mutually reinforcing relationships with the growing number of national and international institutions, organizations, activities and projects involved in educational technology for the developing countries.
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In pursuit of such objectives, the Center will retain its continuing focus on a systems approach to the application of educational technology, giving primary attention to the educational problems of the developing countries and recognizing their need to obtain significantly higher educational outputs from their relatively low base of available resources. Essentially, this capacity will be developed as an effort to respond to the worldwide need for cost-effective, feasible systems of education using instructional technologies which can be developed fast enough to alleviate the growing world educational crisis.

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- a. Engage new professional faculty members and free present faculty to work in the subject area.
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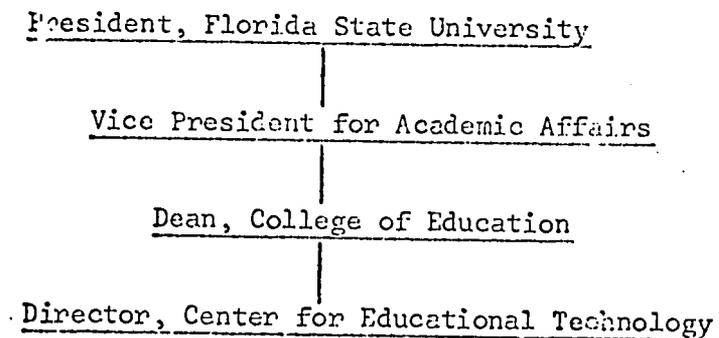
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Scope of Proposed Program

The growth of multi-disciplinary work in the development of research and training in a systems approach to the application of educational technology at Florida State University is moving forward successfully and a broad base of competency has been developed. Available funding has required primary emphasis on domestic educational problems. There is a need to obtain the supplementary resources to accelerate the development of the desired international dimension of the University's program.

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1. Development Research.-- The Center staff will determine priorities for a program of applied, developmental research projects which are consistent with the aim of strengthening the Center's capability. These projects will have important relevance to developing country problems and will be directed systematically at finding ways of increasing instructional efficiency at feasible cost. A series of instructional plans will be designed for field testing that are appropriate for the different

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Other research inquiry will be directed to more discrete research questions, centering on improving the effectiveness of components of instructional systems and of management systems. These specific kinds of problems will in many instances grow out of the broader systems analytic studies and will simultaneously contribute to the refinement of future systems studies.

In order to maximize the utility of these studies they will, where feasible and appropriate, be conducted in the actual developing country educational environments and in cooperation with developing country institutions and agencies serving as co-researchers.

2. Development of Personnel.-- The Grant will make it possible to add to the graduate training program of the University specific course offerings for the training of educational technologists specializing in the problems of developing countries. Packaged courses will be developed which will employ modular programmed multimedia materials which can be used in the graduate instructional programs but which will also be suitable for short-courses or workshops offered outside the context of the graduate degree program. The Center staff will identify strategically located personnel from selected, critical developing countries and recruit them into the Center's training programs. These personnel will be recruited as graduate assistants in cooperation with the AID Missions and Ministries of Education with which linkages will have been forged. These students will be important resources to the Center, will add significantly to the international orientation of the Center and bring to the University firsthand knowledge of the educational problems of lesser developed countries. There will be two major types of training developed: regular in-depth graduate degree training and specialized intensive short-course or workshop training. Short-term training may

be conducted either at the University or in developing countries.

With Grant support it will be possible to offer graduate training at the Florida State University campus leading to master's or doctoral degrees. Graduates could major in Instructional Systems or in Educational Administration, both programs having a heavy concentration in educational technology. It will also be possible for a student to major in other areas, such as sociology, adult education, science education, etc., and obtain a strong minor in educational technology. The University will add to its curricular offering sufficient graduate courses to effectively relate educational technology and systems management to the special problems of developing countries.

Flexible non-degree programs can be organized for people from the developing countries. They might be admitted into a planned selection of courses for one or two quarters or a full academic year as a special student not working toward a degree.

In addition, special purpose short courses, workshops, or institutes in educational technology will be planned and developed. Typically, these would be developed in consultation with a Ministry of Education and the local AID Mission, and operational costs of the special training sessions would be borne by them. These could vary in length from a few weeks to a few days. The content could be tailored to the background, level, and needs of particular groups.

It would also be possible to arrange internships, research participation, or post-doctoral fellowships in the Computer Assisted Instruction Center or the Division of Instructional Research and Services.

3. Information Exchange Center.-- A major advantage to be derived from the grant is the opportunity to develop a library of reference materials, books and research reports on educational technology and its application in lesser developed countries. The accumulation and effective dissemination of relevant information on programs and projects which could be useful to educators, planners, and governments will be an important responsibility of the Center. This objective will be accomplished through institutional correspondence, a newsletter service, and through the Center's training activities.

4. Institutional Linkages.-- The Center will establish linkages with institutions, Agencies and programs in all geographic regions. The character of the relationship will vary: from informal to formal, from intensive to casual, from project support to institutional support. The guiding principle will be to pursue the Center's purpose in pushing forward the practical state-of-the-art in a way that provides for maximum growth of the Center's capabilities.

The University with AID already has developed contacts with several institutions, including the Innotech regional center in Singapore,

the Brazilian Space Agency, the Korean Institute for Research in the Behavioral Sciences, and the planned series of OAS training centers in Educational Television in Latin America. Several candidate institutions in Africa, the Near East and South Asia are being discussed, and there are firm plans to develop strong associations with at least one in each region. In addition, a formal mechanism will be established for coordination with other AID grantees and contractors in this area, through an annual conference, through working-group meetings on special issues, and through the exchange of studies.

The Center will develop the capacity to provide certain support under separate financing to developing countries in a number of important ways. This support clusters around technical assistance, information exchange, and research. One of the immediate activities of the Center will be to establish and maintain contact with those existing projects, which are utilizing educational technology in major educational programs, such as those in El Salvador and the Ivory Coast. Where possible and desired, support and assistance will be provided in the form of project review and critique, information about similar projects elsewhere, the training of additional staff when feasible, and the location of specialists for the project staff.

Implementation of the Program

Apart from the substantive implementing actions noted in the previous section; the Director of the Center for Educational Technology will be expected to insure the full operational status of the Center within a six month period. Specifically, the following tasks would be scheduled for completion:

- a. Location and modification of all office and laboratory space.
- b. Completion of an Instructional Technology Demonstration Center, designed to acquaint students and visitors with a variety of instructional systems.
- c. Hiring and assignment of faculty for the school year.
- d. Recruitment and assignment of graduate students.
- e. Scheduling of seminars, courses and special classes for the school year.
- f. Convening an International Advisory Committee.
- g. Initial identification of priority research areas.

As a minimum, there will be an annual technical report and, at the initiative of AID, an annual substantive review of activities under the Grant. This will include an evaluation of progress, administrative and financial considerations, plans for the following year, and discussions of the possible utilization of the evolving University competence by AID and others -- under technical assistance, research and training contracts.

BUDGET SUMMARY

<u>Item</u>	<u>Amount</u>	<u>Per cent of Total</u>
Professional and Staff Salaries	\$ 478,000	47.8
Graduate Stipends	213,000	21.3
Consultants	25,000	2.5
Travel	40,000	4.0
Educational Equipment	46,000	4.6
Equipment Rental	88,000	8.8
Educational Materials Reproduction	50,000	5.0
Supplies, Materials and Other Expenses	60,000	6.0
	<hr/>	<hr/>
TOTAL	\$1,000,000	100.00

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Center for  
Educational Technology  
415 North Monroe Street

The Florida State University  
Tallahassee, Florida 32306

PD-AAC-582

Project File  
FSD-211(d)  
9/15/73 NCS



September 24, 1973

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Florida

M E M O R A N D U M

TO: Dr. Clifford Block  
AID/Washington

FROM: Robert M. Morgan *R. Morgan*

SUBJECT: CET professional documents

Relative to your letter requesting a collection of documents produced by CET during the past two years, I am listing below the publications, working papers, and reports that were submitted to you at the end of the first year. Two copies of each of these accompanied the first year's Annual Report.

Briseno, Gabriela, and Branson, Robert K. "Educational Technology in Developing Countries: A Systems Approach."

Chadwick, Clifton B. A Systems Analysis and Design for the Development of Educational Technology in a Developing Country: The Case of Argentina. (Abstract of unpublished dissertation.)

Fulmer, Carolyn, and Wilkey, James. Developing Programmed Instructional Materials: A Systematic Approach to Multimedia Design, Production, Evaluation.

Hannum, Wallace H. "A Study of Rule Retention and Accessibility."

Kumar, T. Krishna. "The Design and Development of Optimal Educational Policies."

Layraman, Vira. Elementary Electron Theory: A Programmed Text.

Lee, Anna. A Bibliography for Minority Education.

Morgan, Robert M., and Chadwick, Clifton B. Systems Analysis for Educational Change: The Republic of Korea.

Muangsuwan, Boworn. Booding Chicks: A Programmed Text.

Rayner, Gail T. An Empirical Study of Methodology for the Revision of Systematically Designed Educational Materials. (Abstract of unpublished dissertation.)

Rayner, Gail T. Systems Training for INPE Personnel.

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September 24, 1973  
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Restrepo, Bernardo. A Study of the Effectiveness of individualized Instruction and Flexible Schooling as Compared to Conventional Instruction and Traditional Schedules of Schooling in Colombian Rural Education. (Prospectus abstract)

Sawangkam, Pinit. The Battery Ignition System: A Programmed Text.

Sprague, David. An Empirical Investigation of the Relationship Between Media Preference and Learner Performance. (Abstract of unpublished dissertation.)

Suwatmekin, Thongchai. Rose Propagation by T-Budding: A Programmed Text.

Wichaidit, Pinet. Metal Filing: A Programmed Text.

Wilkey, James F. "Techniques in the Production of Programmed Instructional Media."

During the year just completed a number of significant papers, reports, etc. have been prepared. I have listed these below but I am also attaching two copies of each for your files.

SLIDE-TAPE

CET Presentation (one set only already delivered)

WORKING PAPERS:

1. Hannum, Wallace. "A Study of Rule Retention and Accessibility."
2. Hannum, Wallace. "The Processes of Training Development."
3. Wilkey, James. "CET Workshops in the Production of Programmed Multimedia."
4. James, Thomas. "Educational Technology Workshop for U.S. Army Personnel."
5. Tennyson, Robert D. and Boutwell, Richard C. "Pretask Versus Within-Task Anxiety Measures in Predicting Performance on a Concept Acquisition Task."
6. Tennyson, Robert D. and Boutwell, Richard C. "Multivariate Effect of Aptitude and Anxiety with Performance on Task Sequence in Concept Acquisition."

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7. James, Thomas G. and Brown, Bobby R. "The Effects of Prose Organization and Individual Differences in Free Recall."
8. Kribs, H. Dewey. "New Aptitudes for Adaptive Instruction: A Computer Simulation of a Learning Environment Individualized by Human Information Processes and Reinforcement Contingencies."

CET FACT SHEETS (DRAFTS)

9. "Educational Systems Planning and Management"
10. "Multimedia Facilities Planning and Design"
11. "Instructional Materials Design and Production"
12. "Training Programs in Educational Technology"
13. "Computer Applications Laboratory"
14. "Projects"
15. "Research"

MODELS

16. CET. "An Evaluation Model for INCUPO" (English and Spanish)
17. CET. "Draft Model for Development of a National University Center for Educational Technology"

Briggs, Leslie J. and Dodl, Norman.  
Teacher Training Instructional Modules

18. Module 1.1 "Varieties of Individualized Instruction"  
(English and Spanish)
19. Module 2.1 "Principles of Formative Evaluation"  
(English and Spanish)
20. Module 2.2 "Formative Evaluation Applied to Instruction"
21. Module 2.3 "Formative Evaluation: Redirecting Learning"
22. Module 4.1 "Outcomes: Planned, Possible, and Unplanned."
23. Module 5.1 "Functions of Taxonomies in Instruction"
24. Module 5.3 "Taxonomies/Instructional"

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- 25. Module 9.1 "Needs Analysis"
- 26. Module 11.1 "Media Selection"

MISCELLANEOUS

- 27. Computer Applications Laboratory. Annual Progress Report. 1972.
- 28. CET. "Capability Statement"
- 29. CET. Brochure
- 30. CET/OAS "Tecnologia Educativa y Curriculum Manual de Trabajo"
- 31. CET. "Bibliography: Radio Education"

As you know I have instituted some reorganization in the Center to insure that you receive future CET publications on a monthly, or at least quarterly basis.

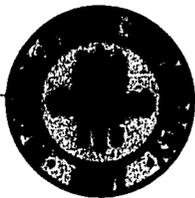
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Enclosures

931-11-690-131

*Jim H*

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THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

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PD-AAC-582

8p

Center for Educational Technology  
415 North Monroe Street

January 21, 1972

Mr. Erven J. Long  
Technical Assistance Bureau  
Agency for International Development  
Washington, D. C. 20523

Dear Mr. Long,

Transmitted herewith is Florida State University's response to your inquiry concerning "Directory of Information Resources and Expertise."

We hope this document, which has been prepared by several members of our staff, will meet your needs. If additional information is required let us know. Please accept our apologies for the delay in getting this to you. We promise more prompt response in the future.

Sincerely yours,

*John W. McLanahan*  
John W. McLanahan

JWMcL/ebb  
Enclosure

## I. INTRODUCTION

The College of Education at Florida State University maintains a position in the forefront of the development and application of educational technology. Using a systems approach, the University is assisting educators and administrators - locally, nationally, and internationally - to solve effectively and economically educational problems. Some of the specific competencies in which the University has assembled considerable strength include;

- planning, design, and implementation of complex instructional systems;
- educational measurement and evaluation;
- design and development of multimedia programmed instruction materials;
- planning, design, and implementation of educational management systems; and
- planning of instructional facilities and educational resources allocation.

The careful articulation of these competencies in the solution of complex educational problems on a large or smaller scale represents the professional application of Educational Technology.

The University's capabilities in educational technology are concentrated in an integrated, multidisciplinary Center for Educational Technology (CET). In May, 1971 this Center was awarded a five-year 211d grant by the Agency for International Development. The goals of the grant are (1) to accelerate the development of the University's instructional, research, informational, and consulting capabilities in educational technology and (2) to provide an increased focus on the systems approach to educational technology as it relates to the educational problems of the developing countries.

## II. INSTRUCTIONAL RESOURCES

The grant is making it possible for the University to develop additional instructional resources for the training of educational technologists specializing in the problems of developing countries. Two major types of training are being developed; regular in-depth graduate training leading to master's or doctoral degrees, and, non-degree programs consisting of specialized and intensive courses and workshops.

In the graduate degree programs students can major in the program concentrations of (1) Educational Evaluation and Measurement, (2) Instructional Systems Development, or (3) Educational Psychology, all within the department of Educational Research and Testing; or in the following areas of concentrations within the department of Educational Administration, (1) General Administration, (2) Financing Economics, (3) School Planning and Management, (4) Supervision and Curriculum, (5) Personnel Administration and (6) Systems Analysis. The curricula followed in all of these concentrations have extensive components of Educational Technology. Furthermore it is possible for a student to major in other areas (e.g., sociology, psychology, adult education, science education, industrial arts and vocational education, international education, social studies education and habilitative sciences, economics), in which a strong minor in educational technology can also be included. Thus the University, through its extensive curricular offerings, is able to effectively relate educational technology and systems management to the special conditions and problems facing education on a world-wide basis.

Three different types of instructional programs can be offered to students depending upon their needs and objectives:

1. A degree program: Within the University, and especially within the College of Education, it is possible to arrange degree programs which have sufficient flexibility to address the particular needs of qualified students. Appropriate and relevant practical experience are built into these programs for all students. Students in these programs must meet all academic requirements of the University for admission, progress, and graduation.
2. Flexible non-degree programs: These are arranged for those requiring specialized practical training and experience. Longer termed students often have a planned program which includes a selection of courses for periods of from one quarter to a full academic year, with relevant practical experiences incorporated into the schedule so as to provide practical skills in conjunction with scholastic instruction.
3. Special short-term programs: In addition, special purpose short-courses, workshops, and institutes in educational technology are available. These consist of specialized training programs developed and administered by the staff of the Center for Educational Technology. They vary in length from a few days to several months. The content is tailored to the background, level and needs of the participants. For example, CET currently provides programs designed to familiarize people with various aspects of educational technology and to train people in the development, implementation, and evaluation of multimedia programmed

instruction materials. These programs can be administered either at the University's campus in Tallahassee, Florida, or off-campus. Examples of off-campus programs would include those which have been conducted in conjunction with host-country personnel in Korea and Panama. In both types of programs there is almost always a follow-up and evaluation component included.

All of the instructional programs in educational technology described in the foregoing are available to both American and foreign applicants. The majority of foreign students engaged in CET programs are funded by projects or as participant trainees.

For information regarding these programs, admission requirements and procedures, costs, financial assistance, and other pertinent information write to:

Director  
Center for Educational Technology  
Room 518, Johnston Building  
415 North Monroe Street  
Tallahassee, Florida 32301

Applications for formal degree programs will be forwarded to the appropriate departments of the University. Applicants should cite the source of their information about the program when they apply.

### III. RESEARCH RESOURCES

A program of analytical and applied developmental research projects is a key part of CET's efforts. These projects have important relevance to developing country problems and are directed systematically at finding ways of increasing instructional efficiency at feasible cost. Alternative instructional plans are being designed and field tested that are appropriate for the different conditions,

resources, and constraints unique to various countries and regions of the world. Evolving from this research will be rationally developed educational systems, consisting of alternative mixes of components which have been optimally articulated after careful study of the contribution to learning and the cost of the components, singly and in combination, to a given country or region. A major and continuing research function of the Center is the analysis and evaluation of the way these elements are organized within developing countries, and alternative ways they could be more effective.

The Center for Educational Technology is actively engaged in establishing and promoting inter-institutional research arrangements. Efforts are being made to identify foreign institutions which have the mandate, the interests, and the potential or capabilities for the purpose of establishing Centers of Educational Technology relevant to their respective needs. Institutions with which CET has already begun to work include INPE (Instituto Nacional de Pesquisas Espaciais) in Brazil; the National University of Zaire, Kisangani Campus, Zaire; and KIRBS (Korean Institute for Research in the Behavioral Sciences) in Korea. Presently negotiations are underway with other interested institutions in these regions as well as in Latin America, the Near East, and South Asia. Initial activities related to inter-institutional arrangements have already resulted in two CET reports, one related to Korea and the other to Brazil. In addition, media materials are under production for these and other projects both national and international.

To support the instructional and research activities of the University, there are a number of special resources which include: the Computer Assisted Instruction Center, the ITV Studio, the

Computing Center (which has a CDC 6500 with numerous terminals), the Film Media Center (with the Southeast Film Depository), the University Radio Station, and an educational television station. In addition, the Division of Instructional Research and Service provides evaluation services, media services and production, off-campus media services, and an instructional development center.

Thus the University's educational research and planning efforts deal with problems of broadly varying scope, ranging from one country's needs for a specialized kind of technical training to another country's efforts to transform its educational objectives and methods. Where feasible and appropriate, research and planning studies are conducted in actual developing country educational environments and in cooperation with developing country institutions and agencies serving as co-researchers.

#### IV. INFORMATIONAL RESOURCES

The University is developing a library of reference materials, books, and research reports on educational technology and its application in developing countries. An important service provided by the Center's Technical Information and Materials section is the dissemination of relevant information on programs and projects which should be useful to educators, planners, and governments of developing countries. Presently being developed are concise annotated bibliographies for educational radio and TV, programmed instruction, education for minorities, non-formal education, and vocational education. Other materials will be developed in educational technology in conjunction with CET programs and with demands

from the field. Inquires should be addressed to:

Center for Educational Technology  
Attention: TIMC  
Room 518, Johnston Building  
415 N. Monroe Street  
Tallahassee, Florida 32304

#### V. CONSULTING SERVICES

Florida State University has a highly qualified roster of professional personnel within the College of Education and throughout the University who are focusing their attention on the numerous and varied aspects of educational technology. These resources, which are integrated primarily through the Center for Educational Technology, are available to institutions, agencies and governments who desire professional consulting assistance in bringing about educational development and change in their countries.