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CENTER FOR EDUCATIONAL TECHNOLOGY

ANNUAL PROGRESS REPORT

Grant No. AID/csd-2945

Fiscal Year 1974

College of Education
Florida State University
Tallahassee, Florida

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SUMMARY

211-d ANNUAL REPORT

1 July 73 — 30 June 74

TITLE: A Grant to Strengthen at Florida State University its Center for Educational Technology

GRANTEE: Florida State University

DIRECTOR: Dr. Robert M. Morgan

STATISTICAL SUMMARY:

Period of Grant: May 1, 1971 to June 30, 1976
Amount of Grant: \$1,000,000
Expenditure for Report Year: \$225,000 Accumulated: \$760,000
Anticipated for Next Year: \$160,000

NARRATIVE SUMMARY:

The following major accomplishments in relation to Grant Objectives have been achieved by the end of the third year of the Grant. Specific activities and accomplishments are detailed by fiscal years in the attached report.

OBJECTIVE 1: THE UNIVERSITY RESOURCE CENTER

The Center has become a viable part of the College program and is a resource for both university students and faculty, and for development in LDC's. Regular faculty members have been assigned to the Center, new professional and technical staff have been recruited, and select graduate students have been associated with this program.

Specialized technical support facilities including a Multimedia Lab, Technical Information Lab, and Computer Applications Lab have been developed and are functional parts of the research and training program of the Center and College.

OBJECTIVE 2: SPECIALIZED TRAINING PROGRAMS

The University has provided a great number and variety of training opportunities for both U.S. and foreign personnel in the field of educational technology. Five distinct types of training programs have been developed and implemented. They are: (1) specialized campus research and work experience, (2) new formal courses in specialized areas of the University graduate program, (3) specialized workshops

and non-credit courses both on and off campus, (4) individualized training and orientation for high level educational personnel who wish to familiarize themselves with the context and possible applications of educational technology, and (5) a new graduate degree program.

OBJECTIVE 3: RESEARCH AND MODEL BUILDING

Research into literature and into records of the current uses and applications of educational technology is a continuing activity. Attempted innovations in particular educational activities and in widespread geographical areas are constantly being analyzed and reviewed. Specific designs of "models" for the solution of particular educational problems are prepared in response to problems. This research and model building involves both Center staff and students, and has been an integral part of the training programs of the Center

OBJECTIVE 4: LINKAGES AND LIAISONS

The Center is actively engaged in the establishment of meaningful and mutually supportive relationships with both domestic and overseas institutions involved in the examination, evaluation, and application of educational technology. These interinstitutional ties have evolved at CET's initiative as well as at the initiative of the other institutions. Significant non-Grant supported action programs have also evolved during the life of the Grant.

OBJECTIVE 5: CONSULTATIVE AND OTHER SERVICES

The Center program, its resources, and its personnel are increasingly involved in receiving and orienting official visitors who have an interest in the use of educational technology in the solution of their own problems. The staff has also offered consultative advice and made formal professional presentations when requested to a variety of U S and foreign agencies, associations, and institutions. Special efforts have been made to relate all of these experiences to furthering the competency of the staff and students of Florida State University, and to being of service to others, particularly to agencies and AID missions in developing countries.

I GENERAL BACKGROUND AND DESCRIPTION OF PROBLEM

Most educators, political leaders, and ordinary citizens of nearly all nations in the world are in agreement on at least one issue — the inadequacy of their educational system. In the socially and economically advanced nations as well as in the developing nations, educational systems increasingly cost more, and respond less adequately to the needs of their societies. Societal problems, advancing technology, growing urbanization, increasing demands of educational opportunities, and rapid changes in the nature of manpower needs have in effect rendered obsolete and irrelevant much that is traditionally honored in conventional educational practice.

There are, however, current developments in education which offer promising solutions to problems faced in this sector, even though they are not yet in wide operational use. There are research findings and developments in the social and behavioral sciences plus those in management science and industrial/military training which appear to have much promise for and applicability to education. This research and development has led to the emergence of a "technology of education." This technology has been identified as an innovative process requiring a high level of educational engineering in planning for educational change and improvement.

Technological innovations in education, however, must be placed in a proper perspective if they are to be appropriately exploited, and if they are to make the contribution which their cost demands. Educational technology has been defined in many ways and the words seem often to connote equipment, hardware, and mechanical apparatus. However, for purposes of developing new approaches to the solution of national problems and for the training of specialists in this area, *educational technology is herein defined as the systematic integration and utilization of knowledge, research, and invention in the facilitation of the human learning process.*

In 1971, Florida State University requested and received 211(d) Grant support from the Agency for International Development to enlarge and make more specific the capability of the University to perform work in the field of educational technology with particular emphasis on the applicability of its resources to the solution of educational problems in particular situations.

It was agreed between the Florida State University and the Agency for International Development that major problems of educational development would be examined in representative domestic and foreign environments to identify whether the solutions to such problems would respond to an innovative and systematic application of educational technology. This five-year Grant was agreed upon to enable the University to build upon and increase its existing capabilities to do research and experimentation, to train educational personnel, and to provide appropriate services related to the application of educational technology both at home and abroad.

The Florida State University has prepared and submitted both a first and second year comprehensive report on institutional activities related to this Grant. This report details the activities of the third year, as well as a summary of the two preceding years.

The Grant objectives and the design of the Center program for achieving them are stated and discussed in Sections II of this report. Section III presents major accomplishments for each of the three years that are covered by the Grant thus far. Section IV is devoted to a general review of the program of the Center — its impact on the University, the utilization being made of the capability developed, and a review of the specific work plans for this report year. Other sources of program expenditure and other institutional uses of Center capability are reviewed in Section V, while Section VI delineates a Plan of Work and anticipated expenditures for FY 75. Section VII discusses the involvement of minority personnel and women in the Center program and activities.

II OBJECTIVES OF THE GRANT

Statement of Objectives

The principal objectives of this 211(d) Grant were to enable the University to strengthen its capacity:

1. To serve as a basic intellectual, informational, and technical resource center through the improvement of its personnel, technical information library, and specialized technical facilities. This will provide the resources necessary 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.
2. To provide educational and training opportunities for a broad spectrum of U.S. and foreign personnel, ranging from complete advanced degree work to short-term training for a variety of special purposes.
3. To plan and carry out a program of applied developmental research directed toward integrating present knowledge and closing current knowledge gaps in the field of educational technology. This includes efforts 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.
4. To establish strong and mutually reinforcing linkages and liaisons with the growing number of national and international institutions, organizations, activities, and projects involved in utilizing educational technology in the solution of educational problems in the U.S. and abroad.
5. To develop a variety of service capabilities in educational technology that can be made available to U.S. and foreign institutions and agencies as well as to AID and other interested entities. These services encompass providing consulting services, sponsoring seminars, hosting visitors, providing technical support for ongoing University programs, and participating in national and international professional conferences.

Review of Objectives

To accomplish the objectives, the University designed a program of action which included the following steps:

- To establish an administrative and organizational unit within the College of Education called the Center for Educational Technology; to channel both 211(d) Grant monies and non-211(d) University monies and resources to support its growth and program development as the responsible University entity for achieving both 211(d) Grant objectives and other related University goals in the area of educational technology.
- To recruit and employ additional professional specialists in the field of educational technology, to free presently employed University staff for more concentrated work in the area, and, to provide stipends for carefully selected graduate students from both the U.S. and developing countries. These increased resources to be utilized for basic teaching, research, and service in a multidisciplinary approach to the application of educational technology.
- To design, develop, and procure the needed technical resources for support of teaching, research, production, demonstration, and service programs essential to expanding the University's capability in the field of educational technology.
- To develop and implement needed short-term service training programs in specialized areas of educational technology outside the context of regular degree programs of the University; and to mobilize and coordinate University-wide resources for the development of specialized formal courses and degree programs within the program offerings of the University.
- To establish strong and mutually reinforcing professional linkages with national and international institutions and organizations, and with activities and projects utilizing educational technology in the solution of basic educational problems.
- To determine priorities for and to implement a program of applied developmental research in the field of educational technology relevant to organized University teaching, and to both selected problems of developing countries and specialized problems within the U.S., and

- To develop a variety of service capabilities within the University that will be available to others as they attempt to utilize educational technology in the solution of current problems; these services to incorporate technical assistance, informational exchange, interinstitutional projects, and special studies.

Although the above listed actions are not sequenced by priority concern, some of them are certainly considered more important than others, and it goes without saying that some are more easily accomplished than others.

The organizational aspects, the procurement and assignment of staff, the establishment of technical facilities, and the development of professional linkages and associations are jobs that any major university has had more or less experience in accomplishing successfully. More difficult, but still within the normal range of program activities of the University, has been the design, establishment, and successful implementation of both formal and specialized training programs. Most difficult, however, has been research and model building in serious efforts to solve educational problems peculiar to LDC's, and the experimentation required in the field of educational technology before one can say with certainty that breakthroughs have been attained.

The Center has, during its first years, placed priority efforts on research and developmental actions with select educational problems; however its most substantive accomplishments have been more easily identifiable with the other actions. It is fair to say at the end of this third year that with the organization and procurement problems basically solved, an established capability with meaningful experience can now continue with ever increasing efforts placed on its two most important missions -- the quality training of personnel, and the discovery of new and applicable knowledge in the field of educational technology.

Review of Critical Assumptions

The following assumptions have been made concerning the development of a special capability in the field of educational technology:

1. Innovative and technological approaches to educational planning and program implementation in LDC's will result in higher levels of quality educational output within their existing resources.
2. A developed capability in Florida State University in the application of educational technology will be responsive to the needs of education in LDC's and will be utilized by them and by both U S and International Agencies
3. The demands for training in educational technology and trainee support already exist and will be forthcoming
4. Significant problems can be identified and studied, and new knowledge will be discovered and utilized
5. The expertise developed will become known and contributions will be sought by responsible leadership at home and abroad
6. LDC's will utilize the Center's capabilities in solution of appropriate educational problems
7. University support for continuing the basic capability and program will continue after the expiration of the present grant.

III PROGRAM ACCOMPLISHMENTS

The 211(d) Grant-supported program in Florida State University has been operative through three fiscal years at the time of the writing of this report. To enable the reader to perceive the continuum of program development, this report will not only list the current year's accomplishments, but will also repeat the achievements of the first and second year's efforts. However, since details of the two preceding years' work are incorporated in previous reports already on file in AID/Washington, only summary statements of the relevant parts of those reports are included.

Specific accomplishments in the program are categorized and reported herein by Grant Objectives, and are further identified in relation to the fiscal year in which they are achieved. Certain obvious accomplishments are continuous in nature and when once identified are not repeated. Changes, additions, and/or new activities, however, have been noted in appropriate categories.

University Resource Center

To enable the University to strengthen its capacity to serve as a basic intellectual, informational, and technical resource center through the improvement of its personnel, Technical Information Library, and specialized technical facilities.

(OBJECTIVE 1)

Organizational Structure

FY 72 Accomplishments:

As contemplated in the Grant Agreement, and in the developmental strategies, in early 1971 Florida State University took the necessary administrative steps to establish an "organizational" unit within the University for centralizing responsibility for program development as envisioned in the Grant Objectives. A *Center for Educational Technology* was created in the already existing Educational Research Institute of the College of Education. This action was taken since the Institute already had Regents' approval and the establishment of the "Center" required only administrative action. This enabled the University to develop an early identity for the program, and to provide a framework in which already available personnel could plan for program development.

Prior to the 211(d) Grant, Florida State University had assembled considerable strength in most of the relevant streams of academic activity related to educational technology, and had already employed a highly qualified, though limited number of professional personnel in the field. This existing capability was located mainly in the College of Education, but scattered throughout a variety of Departments and organizational divisions therein. The University and the College of Education had had a long-standing commitment to international programs and had recently been participating in a variety of developmental efforts utilizing educational technology. The University, at the time of the Grant, was actively engaged in research projects, in providing consultants, and in contributing to educational development efforts in India, Colombia, Brazil, Japan, Germany, Lebanon, Korea, Turkey, and other countries. These efforts, while of value, were not as systematic, as well coordinated, or as sophisticated as was thought possible. Grant funds enabled the University to implement an essential reorganization, and to provide the basic resources for a new concentration of effort to solve these deficiencies.

In summary, the following organizational accomplishments were achieved in FY 1972:

1. A Center for Educational Technology was officially established as a subsystem of an existing Research Institute
2. A Center Director was selected with authority to administer and develop activities, programs, and personnel
3. Official Advisory Groups, both University and International, were selected and activated to counsel Center staff and other responsible University officials on program development
4. Appropriate on-going University projects and their resources related to Grant Objectives were reassigned to the Center to become a part of its over-all program
5. Arrangements were made for basic housing for the Center's specialized activities and for additional personnel and graduate students
6. The Center was commissioned by the University to build a program of activities (research - training - service) that would achieve an agreed upon set of objectives related to educational technology

FY 73 Accomplishments:

FY 73 was a year of reorganization for the College of Education within the Florida State University. This reorganization (detailed in other official University reports) was designed to change the structure of the College so that new kinds of programs and interdisciplinary faculty relationships could emerge; and to ensure that the organizational structure reflected and supported the priority goals of the College.

During this year the College moved from an organizational structure encompassing 17 subject-oriented Departments and a number of research institutes and centers into a structure embodying four major program divisions whose functions would be supported, enhanced, and extended by four special offices directly responsible to the Dean of the College. The Center for Educational Technology was placed in the "special" office category to stress the interest of the College in International Education and at the same time to relate those interests to the University's leadership in the field of educational technology.

These changes reflected several months of College-wide faculty planning and received both administrative sanction and Regents' approval. The Center for Educational Technology thus became an official agency for the College of Education program and for the University. These actions were finalized just before the end of the report year.

In summary, the basic organizational accomplishments during FY 73 are as follows:

1. The assignment of the Center for Educational Technology to a continuing and more significant role in the College of Education structure
2. The merging of additional organizational units from the previous College of Education structure into the Center for Educational Technology, i.e., Office of International Education, Computer Assisted Instruction Center, etc
3. The reorganization of the Center to serve broader responsibilities within the College program.

4. The identification of the following major College-wide functions of the Center with regard to educational technology:
 - a. To provide short-term non-degree programs in educational technology
 - b. To provide short-term consulting services
 - c. To engage in planning for large-scale educational development and to reform projects
 - d. To conduct research and development activities which are related to educational technology problems
 - e. To establish linkages with national and international groups and institutions which share similar goals with the Center
 - f. To summarize research and development findings in areas of particular interest in educational technology and to distribute these to relevant foreign and domestic agencies and to instructional units within the College

FY 74 Accomplishments:

FY 74 was a year of "settling-in" for the College of Education following the comprehensive reorganization of FY 73. Planning was implemented with the new reorganized structure remaining stable throughout the year. Two significant personnel changes — the promotion of the Dean of the College of Education to Provost in the University, and the employment of a new Dean — took place during this year. No significant organization changes or changes of responsibility were made in the Center for Educational Technology, although college-wide support for its activities increased.

In summary, the basic accomplishments during FY 74 are as follows:

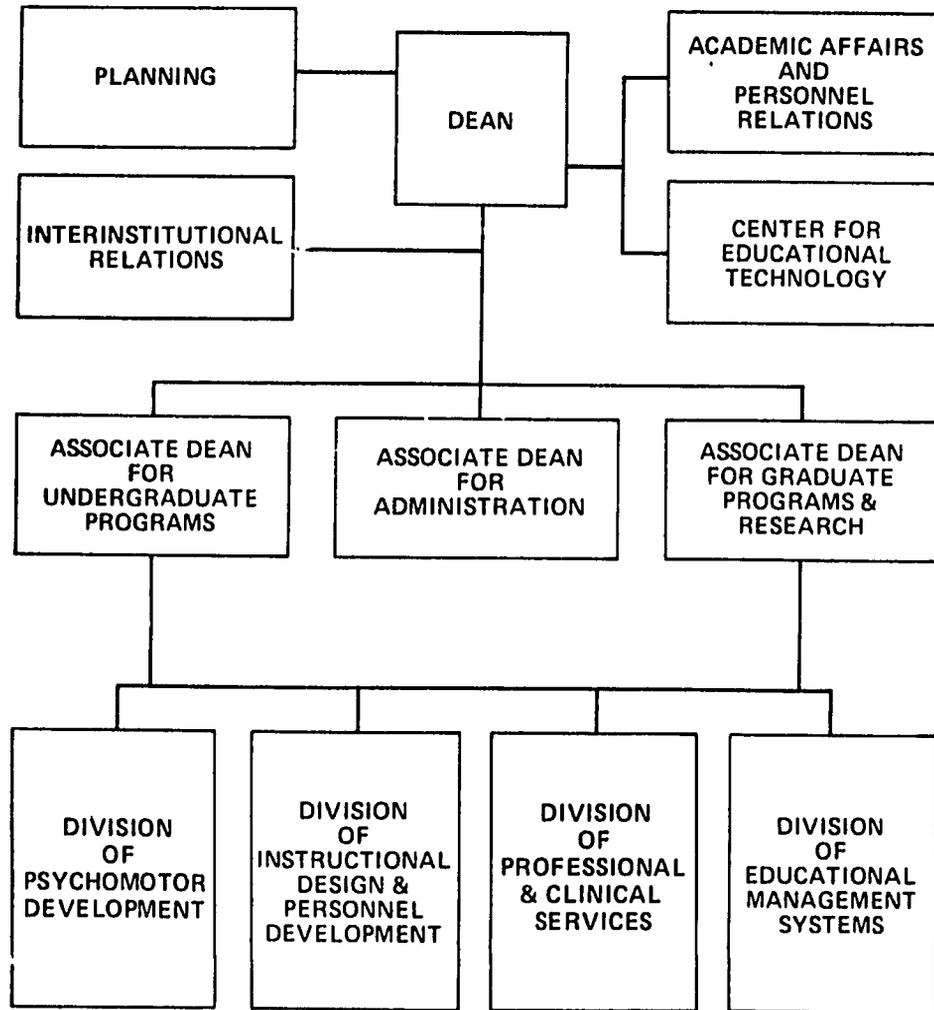
1. Stability in organization and the continuation of CET's defined role in the University
2. The establishment of continuing policies for governance of all "Centers" in the College of Education
3. The activation of a continuing College of Education advisory committee for the Center for Educational Technology to provide internal coordination

The following charts, functional diagrams, policy statements, and lists are submitted as reflections of the actions taken in achieving the organization and administration of a special Center for Educational Technology in the Florida State University College of Education.

In sequence they show:

- a. the Administrative Diagram of the College of Education with the Center identified,
- b. College of Education Policies for all existing Research and Development Centers,
- c. a listing, by name and position of the continuing institutional Advisory Committee for the Center for Educational Technology,
- d. the Functional Organization of the Center, itself, and
- e. a tabular listing of CET personnel positions which also reflects the current administrative organization

College of Education Organization Plan



Policies for Research and Development Centers in the College of Education

Centers have one or more of the following goals: to develop professional procedures and practice by conducting research and development at the intersection of disciplines and by synthesizing knowledge from several disciplines; to provide a centralized research and development facility which would be uneconomical or inadvisable to provide on a decentralized basis; and to provide a useful interface with external agencies that wish to purchase research and development activities of mutual interest. A center is a College agency established to achieve College purposes.

A center should also be a growing edge of the College and it should aspire to carry forward faculty and students. It should be an arena for faculty and graduate student interaction. It should involve significant numbers of faculty and students, and gain faculty involvement beyond that of its core faculty.

Administration

1. A center shall have an advisory committee, concerned with program and operating procedures, including representatives of the dean, division directors, program leaders, faculty members, and, when appropriate, non-University members. The advisory committee appointed by the Dean shall make an annual written evaluation of the center and center director with copies being furnished the director and the dean. The center director shall be an ex-officio member of the advisory committee
2. A center shall receive an initial charter for a certain number of years of operation and it may be renewed annually thereafter with a one-year lead time, however, it is anticipated that after five years of operation a center shall become a part of the divisional structure or be terminated
3. A center must operate within the context of the University and must abide by all University regulations, policies, and procedures, including policies appearing in this document
4. A center director shall be appointed by the dean, serve at the pleasure of the dean, and be accountable to the dean or his designee

- 5 The Center director shall make an annual written report in June to the dean and the advisory committee; this report should include sections on activities and progress during the preceding academic year, plans for the forthcoming academic year, and a requested budget.
- 6 The center director may not simultaneously hold the position of division director or of program leader.

Personnel

- 1 The center director must be a faculty member holding tenure or a tenure-earning appointment
- 2 Center faculty personnel shall consist of both core faculty and affiliated faculty. Core faculty shall be permanently assigned to the center. Affiliated faculty shall hold temporary assignments in the center to execute or participate in projects. The time of affiliated faculty shall be purchased from divisions by the center or be donated by the divisions.
- 3 Research associates in centers shall be of two kinds: (1) those paid from external funds who hold quasi-faculty positions, and, (2) those paid from State funds who hold A & P positions. Programs may offer faculty appointments to the former category but not the latter.
- 4 Any academic appointment given a research associate must be functional in the instructional area. Even if the appointment is unreimbursed, not less than one-quarter of the work time of the appointee must be donated to the program on an academic year basis.
- 5 Program leaders must participate in the annual review of salary for research associates holding faculty appointments; otherwise the appointment shall automatically be revoked.
- 6 Center core faculty, including the center director, are prohibited from naming non-core faculty as possible participants in a project being proposed unless permission is sought and won in advance of proposal preparation from the faculty member and his program leader.
- 7 Centers may appoint as research associates full-time employees of other State agencies, but these appointments must be functional, incur no fiscal obligation on the part of the University, and not involve faculty rank.

Operation

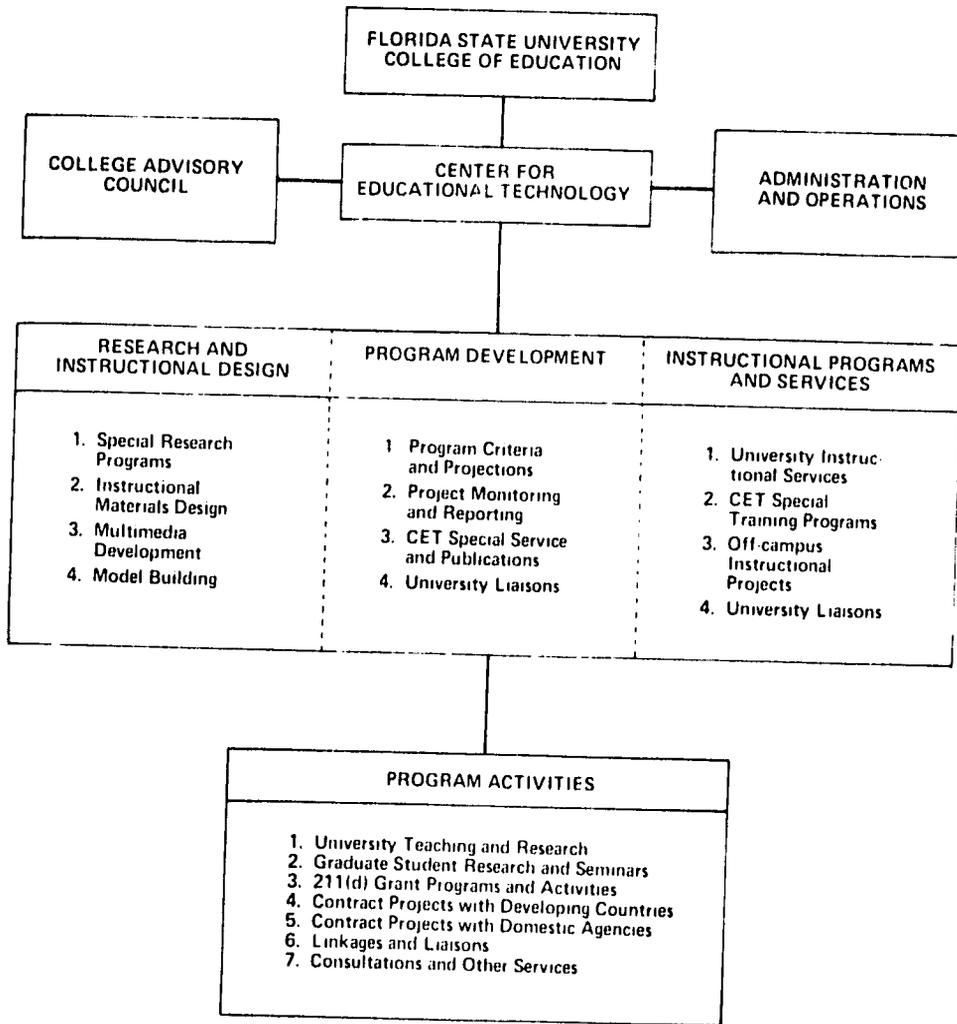
1. Centers shall receive part or all of their support from State funds, and are encouraged to seek external support of activities which shall further the achievement of the center's mission.
2. Core faculty, including the director of a center, carry a dual obligation: to execute activities related to the center's mission, and to orient faculty and students to the mission and activities of the center so that goodwill, a tendency to affiliate, and knowledge dissemination are achieved
3. Faculty may propose projects for execution in the center only with the approval of the center director.
4. The involvement of centers in formal instruction shall be through the divisions of the College, however, special courses and training programs may be offered by centers providing they are cleared with divisions and supervised by regular faculty members

Advisory Committee Center for Educational Technology

The members of the 1974-75 Advisory Committee for the Center for Educational Technology are listed below. The length of term and the group represented by each member are stated after his name:

- Dr. George Aker. Representative of Division Directors. 1 year term
- Dr. Robert Coyne. Non-College Representative. 2 year term
- Dr. Norman Dodi. Representative of Faculty. 2 year term
- Dr. Robert Lathrop. Representative of Dean. 2 year term
- Dr. L. V. Rasmussen. Representative of Program Leaders. 1 year term
- Dr. Robert Singer. Representative of Division Directors. 1 year term

Center for Educational Technology Functional Organization



Center Personnel Positions

CENTER OFFICE

- 1 — Director
- 1 — Staff Assistant
- 1 — Receptionist
- 1 — Secretary

ADMINISTRATION AND OPERATIONS

- 1 — Director
- 1 — Secretary
- 1 — Clerical Assistant

DIVISION OF PROGRAM DEVELOPMENT

- 1 — Director
- 1 — Associate Director
- 1 — Editorial Assistant
- 1 — Secretary
- 3-5 — Faculty Associates

TECHNICAL INFORMATION LAB

- 1 — Librarian
- 1 — Student Assistant

COMPUTER APPLICATIONS LAB

- 1 — Director
- 1 — Assistant Director
- 1 — Computer Programmer
- 1 — Duplicator Operator
- 1 — Secretary

DIVISION OF RESEARCH AND INSTRUCTIONAL DESIGN

- 1 — Director
- 2 — Research Associates
- 1 — Secretary
- 3-5 — Faculty Associates

MULTIMEDIA LAB

- 1 — Director
- 1 — Engineer
- 1 — Photographer
- 1 — Cinematographer
- 1 — Graphics Artist
- 1 — Clerical Assistant

DIVISION OF INSTRUCTIONAL PROGRAMS AND SERVICES

- 1 — Director
- 3 — Research Associates
- 2 — Secretaries
- 3-5 — Faculty Associates

Personnel Resources

Continued increase in the quality and quantity of staff resources are reflected by the Vitae as well as by the increased professional activities which are presented in other sections of this report. The PERSONNEL appendix contains the Vitae of professional staff for FY 74.

Nearly all professional staff holding professional rank in the University function in the Center on a released-time basis, and graduate students often move from Grant support to State and/or contract support.

FY 72 Accomplishments

1. Professors from the Departments of Elementary Education, Educational Administration, Science Education, Higher Education, Educational Research, and Social Studies Education became the first staff associated with the newly formed Center for Educational Technology. Eight such professors were initially affiliated with the Center.
2. Ten new staff members were employed in other professional capacities.
3. 211(d) Grant funds were used as stipends for an average of 15 graduate assistants during each quarter of the fiscal year.
4. Seven support staff positions (secretarial-clerical, etc.) were established. Six of these were funded by 211(d).

FY 73 Accomplishments:

1. In addition to the academic staff positions and personnel reported for FY 72, two additional academic positions were added to the Center staff. Of these professors, one has been supported by 211(d) funds during FY 73.
2. Three new professional staff positions were established during FY 73, two of which were supported by 211(d) funds.
3. The use of 211(d) funds for support of graduate assistants was continued in FY 73 and an average of twelve students per quarter were supported. However, non-211(d) funds were used to support additional graduate students.
4. While six new support staff positions were added to the Center during FY 73, none of these were supported by 211(d) funds.

FY 74 Accomplishments:

1. Ten additional professional personnel were added to Center staff during FY 74. Five were on a released-time basis from regularly employed University faculty while five were research and technical associates.
2. The additional professional staff costs were borne by State and/or contract funds as was a significant portion of the already on-board personnel since the Grant costs for personnel during FY 74 were reduced by \$35,000 from FY 73.
3. No increase was made in support personnel during FY 74 in spite of increased activities in the Center.
4. While the Center continued to use Grant funds in FY 74 for support of graduate students at approximately the same level as FY 73, the total number of graduate students working in the Center program increased by 50% — from 44 to 66. These additions were possible through increased use of State and/or contract funds.

Below are listed the actual names of staff members employed by the Center during FY 74. Following this list is a list of graduate students associated with the Center program during this year.

CET Professional Staff

FY 74

PROFESSORS

Banghart, Frank
Boutwell, Richard
Branson, Robert K
Briggs, Leslie J
Dick, Walter
Gagne, Robert M
Grant, Sydney R
King, F J
Kraft, Richard H P.
Massialas, Byron G
Morgan, Robert M
Rideout, William M. Jr.
Story, Bascom H
*Tennyson, Robert D
White, Richard

SENIOR RESEARCH ASSOCIATES

*Durstine, Richard M
McLanahan, John W

RESEARCH ASSOCIATES

*Garland, Estella
Hannum, Wallace
*James, Thomas
*Johnson, Barbara
Rayner, Gail T.
Sandoval, Hugo

PROJECT ASSOCIATES

McMurtrey, David B.
Wilkey, James. F.

TECHNICAL ASSOCIATES

*Brown, Chris
*Fulmer, Carolyn G.

TECHNICAL SUPPORT STAFF

Adams, Paul
Frost, Raymond
O'Halloran, Michael
*Payne, Dorothy
Petty, Anne
Reynolds, Edna
*Watson, Francis

*Staff departing during FY 74.

NOTE: Professional VITAE are available in separate appendix.

Graduate Student Assistants

FY 74

The following 62 graduate students have worked, studied, and done research in relation to a variety of activities in the CET program during FY 74. The names asterisked indicate those students who have been associated with the Center throughout the academic year. Others either finished their degrees during the year or dropped out of school for personal reasons. Students who began their graduate work during the year are also listed.

Monies paid to the students as stipends were derived from the University state budget, from contracts between the University and other agencies, and/or from 211-D Grant funds.

GRADUATE STUDENTS

Adams, Peter	*Hafez, Nagwa	*Reichman, Susan
*Aronson, Dennis	*Halstead, Janet	Scoggins, Ronald
Bashshur, Catherine	*Harrington, Calvin	*Smith, Michael
Bergguist, Constance	Hatoum, Rima	*Song, Yoo Jae
Briseno, Gavriela	*Horwitz, Steven	Southard, Margarida
*Carey, James	Huh, Unna	*Steve, Michael
*Chang, Un Hyo	*James, Barry	Stone, John
Clark, Dwayne	*Jarrar, Samir	Stone, Vathsala
Convey, John	*Kieffer, Leigh	*Taylor, Susan
Cooney, David	*Kim, Sang Ho	Tiffin, John
*Copassaki, Andrew	Kim, Soon Taek	Vinelli, Jose
Drewfs, Paul	*Kim, Yoon Tai	Vieira, Elizabeth
Eaddy, Pamela	Klein, Jerry	*Wildman, Terry
*Ellis, June	*Lee, Chong Jae	*Wiltshire, Robert
*Epstein, Kenneth	Masang, Boonlerd	*Yoo, An Jin
*Epstein, Margaret	McCarthy, JoAnn	*Zachlod, Craig
Fagan, Robert	Menard, Marie	Zambrano, Victor
*Furman, John	Mitchell, Maurice	
Golfin, Bibiana	Na, Youn Soon	
*Goycoolea, Paz	*Nungester, Ronald	
*Grise, Phillip	Park, Youngsun	
Guptill, Robert	Passornisiri, Nittva	

Technical Facilities

MULTIMEDIA LAB

The CET Multimedia Lab is an operational element of the Center. It derives its goals from the objectives of the 211(d) Grant and the policies of the College of Education. The mission of this facility is to support the Center in the systematic design, production, evaluation, and demonstration of new educational systems. This includes:

- applications of instructional media research to the production of prototype instructional modules
- media support for research projects and workshops
- assistance in the development of training programs in media technology for graduate and foreign students
- design and development of new systems for production and delivery of educational software

The facility consists of an instructional technology demonstration room, a studio, a still photography lab, and an engineering design and maintenance area. All elements of this facility are directed toward the development of low cost media programming. The physical facility is designed to serve as a model production and dissemination system.

DEMONSTRATION ROOM The facility is presently being used for both training and demonstration purposes. It houses a full range of instructional equipment and devices which are arranged in such a way as to make possible not only viewing and response to instruction but also limited production of simple instructional prototypes. The equipment includes: 16mm projection w/magnetic record capability, super 8mm projectors w/magnetic record capability, slide-tape systems; filmstrip projectors, filmstrip cassette projectors, reel-reel audio tape records, audio cassette recorders and playback units, video cassette recorder, 1/2 inch video recorders and film-disk and cassette systems. Most of the equipment is capable of allowing for student response.

STILL PHOTOGRAPHY LABORATORY The facility includes a complete photo-darkroom which is equipped with an excellent photo-enlarger with three lenses, necessary timers, safe lights, ventilation system, an automatic processing unit, and a large stainless steel sink with an automatic water temperature control system. Students can gain valuable "hands-on" experience in the production of instructional photographic materials under the supervision of a professional photographer. The equipment in this facility includes a complete range of still photographic cameras and a super 8mm motion picture camera. In addition, there are associated items of equipment such as a photo print dryer, a dry-mount press, portable studio lighting kit, and other miscellaneous items.

AUDIO TELEVISION PRODUCTION TRAINING SYSTEM This facility is one of the most unique aspects of the Multimedia Lab because of its operational flexibility and low cost, both of which make it an ideal model for developing countries or any fledgling system with limited resources. Although the system is housed with a Studio Learning Lab and appears to be rather conventional in terms of function, it is not. Each major element of the system was designed to be completely self-contained and portable with the exception of the film chain and a stationary equipment rack. The physical facility in which this system is housed consists of a small (17' x 30') Studio Learning Lab which has been acoustically treated, a production control room which contains a small isolated audio announce booth, an engineering office and shop, and a properties storage room.

FY 74 modification in physical arrangements include the following:

1. A new conference table with control panel for remote control of media equipment associated w/ conf rm., 20 bi-lingual feeds to positions around table for simultaneous translation of conferences of mediated presentations.
2. Conversion of prototype constructed shop into space for CET trainees and graduate students who are working on media related projects or participating in workshops. The room is equipped with a full range of media equipment for "hands-on" experience.

DEMONSTRATION EQUIPMENT:

- 1 — Eastman Kodak AV-105M 16mm Projector
- 1 — Eastman Kodak M100-A Super 8mm Sound Projector
- 1 — Eastman Kodak MFS-8 Super 8mm Projector
- 1 — Bolex SM8 Super 8mm Sound Projector
- 1 — 3M Sound Slide System
- 1 — CBS Laboratories Viewlex Projector
- 1 — Kalavox Sound Slide System (used w carousel projector)
- 4 — Eastman Kodak Ektagraphic Model B 35mm Slide Projector
- 2 — Eastman Kodak Carousel 860 Slide Projector — Zoom Auto-Focus
- 1 — Technicolor 1000B Super 8mm Cartridge Movie Projector
- 1 — Technicolor 820 Silent Super 8mm Projector
- 1 — Dukane Model 28A29 Cassette A-V Matic Tape Sound Filmstrip Projector
- 2 — Viewlex V-1 No V-175 Single Frame 35mm Filmstrip Projector
- 1 — Viewlex Previewer Jr Model 2
- 1 — Viewlex "Little Giant" V-85
- 4 — Coxco /Respondex Model RB-30S Student Responders
- 1 — Coxco Sound Slide Machine Model
- 4 — Ampex Macro 5 Stereo Cassette Tape Decks
- 1 — Ampex Micro 86 Stereo Cassette Tape Recorder
- 5 — Shure Model SA-1 Stereo Headphone Preamplifiers
- 2 — Sony CV-2600 Videl Tape Recorders
- 2 — Sony 51UWP 8" Television Monitors
- 2 — GE 18" Monitor Receivers

PHOTOGRAPHIC EQUIPMENT:

- 1 — Mamiya C 220 Camera 2/80mm f2.8 lens and 55mm f4.5 lens
- 1 — Olympus Pen FT/35mm SLR Camera 2/f3.5 38mm Copy lens
- 1 — Nikon Photomic FTN, Body, Black 35mm Camera
- 1 — 55mm Auto-Micro Nikkor-P Lens 2/M2 ring
- 1 — 24mm f2.8 Auto-Nikkor Lens
- 1 — 50mm f1.4 Auto-Nikkor Lens
- 1 — 85-205 Auto-Vivitar f3.8 Zoom Lens
- 1 — Linhof High Universal Copy Stand
- 1 — Linhof Folding Copy Light Outfit
- 1 — Polaroid MP-3 Camera Head w/56" Column and Base
- 1 — Lighting Assembly for MP-3
- 1 — 127mm Rodenstock Ysaron Enlarging Lens for MP-3
- 1 — Seal Jumbo 150 Dry Mount Press
- 1 — Pakonomy Table Top Print Dryer
- 1 — Igento 24" Papercutter
- 1 — Hervis-Quartz Location Lighting Kit
- 1 — Fotorite D Professional 14" Processor
- 1 — Leedal Stainless Steel Sink w/splashwall and stand 28x84x5
- 1 — Beseler 45MX (Photosound) 8mm 4x5" Enlarger
- 1 — 50mm f2.8 EI-Nikkor Enlarging Lens
- 1 — f5.6 80mm EI-Nikkor Enlarging Lens
- 1 — 150mm f5.6 EI-Nikkor Enlarging Lens

CINEMATOGRAPHY EQUIPMENT

- 1 — Beaulieu 400 SM Super 8mm Motion Picture Camera w/Angenieux 8-64 Motorized Zoom Lens (f1.9), Macro and Servo-Negromatic (Automatic Exposure System)
- 1 — Craig Pro Editor-Viewer
- 1 — Craig KE Super 8 Projector-Editor
- 1 — Supersound Super 8 Film Stripper
- 1 — Maier Hancock 816 S Hot Film Splicer

AUDIO/TELEVISION PRODUCTION/TRAINING SYSTEM EQUIPMENT

Video Production Control Console — which is completely portable and self-contained and, therefore, may be used for both studio and remote production. It contains

- video production switcher special effects unit
- waveform monitor
- four camera control units
- four camera monitors
- preview monitor
- program (line) monitor
- audio microphone mixer
- audio master line input mixer
- film chain remote controls
- VTR remote control
- RS-170 Sync Generator
- associated with the video console are two vidicon cameras which are equipped with tally lights, intercom, and zoom lenses, and
- a third camera which can be used with the console or a portable 1/2" video tape recorder

Stereo Audio Production Console (portable, self-contained unit) — which may be used independently of the video console, or it may feed one line input of the audio mixer into the video console, or, via the routing equipment within the control rack, one or more of the machines within the audio console may feed the video console while the stereo audio mixer is being used to feed one of the free machines within the console. This unit contains:

- two stereo 1/2 track audio tape recorders
- one stereo cassette recorder
- one stereo turntable
- a custom stereo audio mixer with seven switchable line or mic inputs

Two One Inch Tape Recorder Consoles — each of which contains its own video and audio monitor. These units may also be used in studio or remote locations. Each unit is equipped with electronic editing which increases flexibility and range of production.

Film Chain Island — which contains two carousel 35mm slide projectors and one 16mm film projector with both magnetic (playback and record) and optical sound. The film chain feeds the fourth camera input of the video console and/or the RF modulator for distribution to locations within the building.

Stationary Equipment Rack — which contains audio-video routing equipment and an RF modulator for closed circuit signal distribution to various terminating points within the building.

In addition to the above listings, this system also includes the following:

- 1 — Portable Quartz Lighting Kit
- 1 — Studio Floor Monitor
- 2 — CV-2200 Sony Videotape Recorders
- 2 — GE 18" Monitor/Receivers
- 1 — Sony VO 1600 Video Cassette Tape Recorder

FY 73 ADDITIONS — To Television System

- 1 — ADC Audio Dual Patch Panel
- 1 — Dolby Unit
- 1 — Audio Cassette Deck
- 1 — 1/4 inch 4 track audio recorder
- 1 — 8 input, 4 output audio mixer
- 1 — portable stereo system
- 1 — portable 19" color receiver
- 1 — 80 watt audio power amplifier

FY 74 ADDITIONS — To Television System

- 1 — Sony MX16/4 channel Microphone/line source sound mixer
- 1 — TEAC-2340 4 channel SIMUL-SYNC tape deck
- 1 — (Reconfiguration and addition) "Custom-made MATRIX" for routing up to 2400 possible Audio combinations.

TECHNICAL INFORMATION LAB

The role of the Technical Information Lab in the Center is defined as follows

- 1 to serve as a resource base for Center research activities by acquiring information and materials appropriate to conducting such studies
- 2 to disseminate all official CET distributions of project reports, research studies, and other information related to Center efforts in applying educational technology in specific situations
- 3 to support training programs by acquiring needed instructional materials and serving as a check-out center for CET-produced materials (both printed and audio visual)
- 4 to maintain contact and exchange information with institutions involved in programs related to those of CET
- 5 to serve as an orientation center for visitors to CET

The following is a summary of the materials acquired by the Technical Information Lab during FY 72, FY 73, and FY 74. Approximate numbers of volumes are shown under general categories of collections.

	Category	Approximate #
REFERENCE BOOKS	Encyclopedias	56
	Dictionaries	10
	Special Subject References (Educational)	22
	Directories, Guides and Handbooks	47
JOURNALS	Research	18
	Audio Visual	7
	Psychology	8
	Newspapers	18
	Teacher Ed	3
RESEARCH REPORTS	M.A. Ph.D. Theses	35
	Government	25
	Individual and Project	60

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BOOKS:	Educational Technology	120
	Educational Management	50
	Educational Media	70
	Teaching Methods	47
	Evaluation	42
	Other	60
SPECIAL COLLECTIONS:	Equipment Categories	7
	Film Categories (Microfiche, Tape Recordings)	2,200
	OTHER:	
	Mimeographed Collected Articles, Ed. Tech.	137
	Instruc. Design & Programmed Instruction	110
	Teacher Ed	150
	Educational Activities Reports: Govts. & Institutions of Foreign Countries	250
	Instructional Curriculum Materials (Language Arts, Math & Social Studies)	37

COMPUTER APPLICATIONS LAB

The computer facility made available by the University is utilized by the Center to achieve the following objectives

- To function within the Center for Educational Technology as an instructional management and multimedia resource center for the support of training programs in educational technology for U.S. and foreign professional staff development
- To extend the capabilities of the Center for Educational Technology in establishing partnership linkages with appropriate local, state, national and international educational agencies by providing consultation and resources in conceptualizing and implementing computer-based programs
- To participate in the development of solutions to problems faced by education and society by pursuing multidisciplinary approaches to education combined with innovative uses of instructional technology, specifically in the design of prototype course units combining functional aspects of multimedia delivery and the development of advanced computer-based instructional systems that improve student learning, instructional management, and cost effectiveness
- To provide a graduate training base for educational technology students to develop expertise in the specialized field of computer-based instructional development

Available equipment includes an IBM 1500 Instructional System consisting of an 1800 central processing unit, a 1502 station controller, sixteen 1510 CRT displays, each with a keyboard and a light pen, one 1518 typewriter, and six 1810 disk drives with removable disk packs of 1,024 million bytes each. Additional peripherals include two 2401 tape units, one 1442 card read punch, and one 1443 line-printer. Some pertinent technical specifications of the capacity and performance of the above data processing components are as follows:

1. The 1800 CPU has 32K 16-bit words and has a cycle time of two microseconds
2. Each 1810 disk drive has a data transfer rate of approximately 36KB
3. The 2401 tape units have a transfer rate of 30KB
4. The 1442 card read punch reads cards at the rate of 400 cpm and punches cards at a rate from 98 cpm to 390 cpm, depending on the number of columns punched per card

5. The 1443 lineprinter has a character set of 52 characters, a line width of 120 columns, and a printing speed of approximately 240 lpm.

The second computer in the CAL installation is a Digital Equipment Corporation PDP/8 680 Communication System which is interfaced to the IBM 1500. The purpose of this is to provide the 1500 with a capability of supporting a mix of 16 remote or local teletypes. The 680 CPU contains 4K 12-bit words and has a cycle time of 1.5 microseconds. The teletypes operate at a rate of 110 baud.

The third computer is a PDP 8 timesharing system which on its own supports 16 teletypes. The TSS 8 system includes a high-speed paper tape reader (300 characters per second), a high-speed paper punch (50 characters per second), one 256K-word disk to support the timesharing system, and a recently added DEC tape drive with a transfer rate of one word per 12.8 microseconds. The TSS 8 handles teletypes at the rate of 110 baud each. In addition, there is a 100,000 baud channel connection between the TSS 8 and the 680 to provide flexibility of the system.

A special interface was added to the TSS 8 to control output to 64 binary electronic digital processes and 12 inputs from binary processes. For example, the TSS/8 can turn on or off 64 devices and receive on/off or yes/no input from 12 devices.

CAL equipment is equipped with an instructional support system for the 1500 system upon which all student responses are uniquely identified and recorded, and the Lab staff has developed a data management system which compresses, sorts, merges, and summarizes this data for analysis purposes. The staff has also created a batch mode disk monitor system, the heart of which is a relocating, linking loader, and has developed special analysis programs in FORTRAN IV. (The approximate value of computer equipment and support facilities is \$340,000.00.)

The preliminary software package for the IBM 1500 Instructional System was developed by IBM. It has been expanded by the staff at the Lab into a complete system for developing and presenting instructional materials; collecting, analyzing, and storing data, and systems maintenance.

The software may be broken down into the following systems:

- I. Operating Systems
 - A. Computer Assisted Instruction Operating System (CAI)
 - B. A Programming Language Operating System (APL)
- II. Support Systems
 - A. Course Management System
 - B. Systems Management System
 - C. Data Management System
 - D. Data Analysis System
 - E. Utility Programs

The FY 74 Inventory documents approximately 140 courses now existing in the 1500 system. Careful scrutiny of the courseware has been carried out in order to gather all pertinent information available on each course and to determine its current value to the CAL.

These computerized short courses range from 15 minutes to several hours or longer, depending upon their use. They span the scope of educational levels from primary to graduate, as well as adult education, subject matter covered is equally diverse, including such fields as Art, Engineering, Mathematics, Military, Science, Languages, Library Science, and Education. Such programs are available not only at the CAL itself, but may also be distributed by tape to other computer installations and CAI centers upon request.

Training Programs

To enable the University to strengthen its capacity to provide educational and training opportunities for a broad spectrum of U.S. and foreign personnel, ranging from complete advanced degree work to short term training for a variety of special purposes.
(OBJECTIVE 2)

In trying to achieve the Grant Objectives the Center has provided a great variety of training opportunities for both U.S. and foreign personnel in educational technology. Five distinct types of training programs have been developed: 1) supplementing formal graduate degree training with specialized project work-experience related to specific problems in the field of educational technology, 2) developing new formal University courses in specific areas of educational technology, and designing new graduate degree programs for training U.S. and foreign specialists, 3) providing specialized training programs for developing particular skills in educational technology that will be used for solving specific educational problems within a U.S. or foreign school system; 4) providing individualized training for high level educational personnel who wish to familiarize themselves with new ideas and possible applications of educational technology to their own problems, and 5) special "Seminars" for both faculty and students relating to significant educational development, and the utilization of educational technology in the developing world.

FY 72 Accomplishments:

- 1 Graduate students pursued supervised research work and study in various fields of educational technology. Abstracts of their major research activities are included in the first annual report.
- 2 Three new formal graduate courses were developed.
- 3 A variety of specialized workshops and non-credit courses were specifically designed and conducted by the CET staff for organized groups from the U.S. and abroad. The instructional materials for these programs were designed and developed by CET staff.

FY 73 Accomplishments:

1. Continued support was given to graduate students to pursue supervised research and study in educational technology. Abstracts of their research are included in the second annual report.
2. A graduate student seminar was developed for those students working on projects or studying in areas specifically related to Center and 211(d) Grant activities. This seminar provides a means of developing specialized interest in research and problems related to specific applications of educational technology.
3. A new doctoral degree program for training specialists in international development education was proposed to and approved by the College of Education. Those designing the program were 211(d) supported University faculty. However, implementation of the new program will be funded by the State of Florida FSU resources.
4. Short-term workshops of the types reported under FY 72 were made available to additional groups. These are detailed in the second annual report.
5. A new program offered during FY 73 provided for individualized training for high level education officers. Support for the travel and expenses of these visiting scholars is funded by non-University resources. However, the coordination and supervision of their training program was funded by the 211(d) Grant.

FY 74 Accomplishments

1. Sixty-six graduate students were supported by CET during FY 74. A chart showing the number who participated in project-work follows. The abstracts of these and dissertations completed during the year are included in the research section of this report. The students themselves were identified in the preceding section.
2. Eleven special seminars were presented for students and faculty during the year. A list of the subjects and the seminar leaders also follows.

3. All of the graduate students associated with CET were enrolled as majors in either the Instructional Design, Population Education, or the Developmental Education programs of the College which incorporate most of the significant formal courses relating to educational technology offered. Listings of new courses and programs are presented on the following pages.
4. Seven special short-term workshops and/or training programs were offered in the Center during FY 74. A brief description of the program and the participants is presented below.
5. Five "Visiting scholars" were associated with the Center during this year. They received individualized training in educational technology in programs tailored to their individual needs. They are identified in the following pages.

In addition to the data about CET training presented in the following pages, a special *CET Student Appendix* is attached which lists the names of all students who have been trained in CET and their country of origin. This list also identifies the type of training received by each student, the dates of such training, and the last known position held by those who have participated in the program.

CET Project Work Experience for Graduate Students

Project Identification	Responsible Project Officer	No. of Participating Resident Graduate Students
Latin American Regional Project (AID)	Sydney Grant	10
Korean Project (Rep. of Korea)	Robert Morgan	12
OAS Training Project (OAS)	Sydney Grant	7
Utilization of ED. TV. in Naval Training (US Navy)	Bascom Story	3
IPFE Personnel (Peru)	Sydney Grant	5
Panama Workshop (USAID/P)	Sydney Grant	5
Instructional Systems for U.S. Army Training Personnel Workshop I Workshop II	Robert Branson	15
Visiting Scholars (Individual)	CET Staff	6

Special Seminars for Staff and Students

August	— "Current Developments in African Education" Wm Rideout — CET
Sept	— "Educational Planning in Thailand" Pacharee Kraprayoon — Bangkok
Oct	— "Non-formal Education in Ethiopia" Bascom Story — CET
Nov	— "Population and Curriculum Development in Sri Lanka" D. Weerasighe
Dec	— "Educational Technology: The State of the Art in Brazil" Mario Cruz — Rio
Jan	— "Multimedia Development" Dave McMurtrey — CET
Feb	— "Instructional TV in Colombia" Hector Munroy — Colombia
March	— "Education in Chile" Armando Dufey — Chile
April	— "Modern Education in Russia" Zora Malkova — Russia
May	— "Education and the Future in the Middle East" Munir Bashur — AUB Wadi Haddad — Lebanon El Demerdash Sarhan — Egypt
June	— "Review of Current Research" Selected Students — CET

New Graduate Courses

The following new courses have been developed and are being offered in one or more graduate programs:

- Institution Building in Developing Nations
- The Design of National Curricula in Developing Countries
- Developing Policy for Post-Secondary Education
- Educational Technology in Developing Countries
- International Education Systems Analysis
- Policy Development in Education
- Education and Minority Groups
- Urban Education
- Education's Role in Population Awareness
- Seminar in Project Development

New M.A. and Ph.D. Programs:

POPULATION EDUCATION

The main purpose of the population education graduate program is to help individuals make rational decisions about population matters as members of their families, their local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills. The means of population education is through the reflective use of formal school programs (*multimedia materials, educational technology, etc.*) or out-of-school programs (training for literacy, agricultural extensions, etc.). Students from both developing and industrialized countries are currently enrolled in the graduate programs

Staff from the social and biological sciences and from education will participate in the instructional and research activities. The trainee may participate in *one of the projects of the Center for Educational Technology, the Institute for Social Research, or the Resource Development Project in Population Education.*

DEVELOPMENTAL STUDIES IN EDUCATION

The Developmental Studies in Education program encompasses both the psychological and sociological, historical, and organizational considerations. The program is concerned with educational research and with the processes by which educational policy is derived, planned, and implemented to serve *developmental needs both nationally and internationally*. Given this interdisciplinary and cross-cultural orientation, relevant methodological and conceptual approaches generated by education as well as by other disciplines and professions will be studied and applied to educational problem areas.

This interdisciplinary program is designed to prepare administrators, researchers, curriculum leaders, and university instructors who operate on an international and cross-cultural level to bring about significant educational change. The program will encompass such areas as the social, cultural, political, and economic bases of educational development, *educational planning and management*, and *educational technology, instructional design and curriculum development*.

Specialized Training Programs

FY 72 Training Programs

(Details in 72 Annual Report)

1. Systems Training for INPE Personnel (Brazil)
2. Development of Educational Technology in Latin America (Colombia, Brazil, Panama, Guatemala)
3. Technical Assistance to Latin American Countries in the Design of Instructional Systems (OAS I)
4. Development of Educational Media Specialists for Latin American Countries (OAS II)
5. Development of Programmed Instruction for Vocational Education in Thailand (Thailand)

FY 73 Training Programs

(Details in 73 Annual Report)

1. Development of Educational Technology Specialists for Latin American Countries (OAS III)
2. Development of Educational Technology in Latin America (Brazil, Colombia, Panama, Guatemala)
3. Training in Instructional Design for Peruvian Ministry of Education (Peru)
4. Development of Instructional Systems Materials for Korean Educational Programs (Korea)
5. Training in Educational Technology for U S Army Personnel (U.S.)

FY 74 Training Programs

1. Seminar in Programmed Instruction for Panamanian Educators

CET staff conducted a seminar on Programmed Instruction, sponsored by the Agency for International Development, and the Ministry of Education from Panama, for ten Panamanian Educators, from July 10, through August 21, 1974.

The objectives of the seminar were

- To provide information regarding the required conditions to apply Programmed Instruction, its advantages and difficulties, when introducing this educational innovation
- To help the participants in identifying and analyzing possible areas in which Programmed Instruction could be applied in the Panamanian educational system
- To provide information as to the methodologies implied in designing and implementing programmed instruction
- To help the students in developing a programmed instruction module
- To help the students to become trainers of other teachers in the techniques of programmed instruction

PARTICIPANTS

Batista, Yolanda
Cruz, Waldo
Darkins, Samuel
Davidson, Eduardo V
Myles, Marina V de
de Gracia, Teofilo
de Hernandez, Elisa
de Hoyos, Miguel
Medina, Narciso
de Teano, Viodelda R

2. Korean Workshops in Educational Technology

CET conducted a series of workshops in applied skills in educational technology for eight representatives from the Korean Education Development Institute under contract with the Republic of Korea. The workshops took place at FSU during the period of July to December, 1973.

The scope of education and training was product-oriented and focused on instructional material design, development, and evaluation. General objectives were as follows:

Using the techniques of the "systems approach" and principles of performance-based learning, the workshop participants:

- designed, developed and evaluated an instructional program and validated it for effectiveness against measurable and rigorously specified objectives.
- developed skills in multimedia design and development of instructional materials in programmed instructional texts and instructional television.
- developed a management system whereby the skills, resources, and principles of educational technology will be incorporated within their institution.

PARTICIPANTS

Park, Do Soon
Byun, Yung Kye
Cho, Won Ho
Hong, Soon Jeong
Hahn, Jung Sun
Kim, Dai Hyun
Son, Hong
Kim, Jin Sung

3. Peruvian In-Service Education

CET staff members conducted a training program for 34 Peruvian educators in Peru in cooperation with the University's College of Education and the Ministry of Education. The program covered a period of eleven (11) weeks ending in May 1974. The training was in such areas as:

- An Introduction to Educational Technology
- New Developments in Learning Psychology
- Models and Techniques of Educational Materials Development
- Program Management and Evaluation

As a part of the course, the participants were working on curriculum and training projects being implemented nation-wide with Peru's teaching force.

PARTICIPANTS

Alcantara Chihuan, Jorge Adelmo
 Alva Orlandini, Jaime Alberto
 Alvarado Por Le De Eme, Pola Angelica
 Ananos Castilla, Glicerio
 Ananos Castilla De Vidal, Norma
 Ayala Fiores De Hernando, Ana Eugenia
 Cabrera Rodriguez, Zorita Lucinda
 Callata Huilca, Julio Delfin
 Canales Quevedo, Isaac
 Cavero Zegarra De Carbonel, Rebeca Iris
 Castilla Rosa Perez, Elias
 Castro Villacorta, Ana Maria
 Cormack Lynch, Maribel
 Cornejo Galvez, Maria Cristina
 Coronel Marino, Nelson Mario
 Chaman Linares, Jaime Adan
 Chavez Depaz, Helenn
 Del Aguilta Hidalgo, Augusto
 Garcia Valle, Shona Victoria
 Figueroa Sevillano, Lyle Filomena
 Gutierrez Pomar, Luisa Beatriz
 Hoyle Toledano, Nelly
 Ordonez Briceno, Danilo
 Ruez Bodero, Saraluz Teresa
 Reategui Colareta, Norma Elsa
 R.vera Palomino, Juan David

Saco Noriega, Rosa Maria
Salvatierra Guillen, Carmen Hortencia
Tapia Mendieta De Castaneda, Violeta
Tokunaga Arriaran, Delia Rosa
Vidal Tarazona, Walter Arsenio
Villaverde Samaniego, Eva
Vivanco Eguiluz, Carlos Alfredo
Vega-Centeno Bocangel, Carmen Rose

4. Training Latin American Specialists in Educational Technology (OAS IV)

Nine representatives from eight Latin American countries received one year of training (1973-74) in educational technology and media development. They were supported in CET and FSU by the Organization for American States.

Their special areas of study included educational research, instructional systems, adult education, educational administration and management, and teacher education. In addition to formal coursework, all students participated in CET seminars designed to prepare them to function as change agents upon return to their countries, and to give them an opportunity to become involved in on-going projects of the Center and College of Education. Upon completion of their training at FSU, all participants are expected to return to their countries and apply the educational technology skills they acquired to the solution of specific educational problems. They will also assist in teaching others what they learned in their training programs at FSU CET.

PARTICIPANTS

Jose Rene Avila — Colombia
Jose Bargraser — Venezuela
Roberto Barja — Bolivia
Walter Moracho — Ecuador
Vitoria D. Nascimento — Brazil
Francisco Nunez — Chile
Maria Teresa Padilla — Mexico
Eduardo Umana — El Salvador
Manuel Valverde — Ecuador

5. Training U.S. Army Officers in the Application of Educational Technology

During FY 74 CET provided the two following official training programs for U.S. Army officers under contract with the U.S. Army Training and Doctrine Command (TRADOC). These programs included a general overview of educational technology as well as an in-depth study of developing programmed instruction. The officers also took a computer-managed course in programmed instruction. Both programs involved separate groups of officers and lasted 4 weeks each.

GROUP I PARTICIPANTS

LTC Ken Offan
CPT Earl Chisa
Gerald T. Hougland
Maj Raymond D. Boone
Maj Vladimir Atseff
1LT Barbara Brooks
1LT Robert Gaylord
LT Charles B. Horton
LTC Ken C. Leuer
Douglas R. Long
CPT Raymond P. Mulcahy
Maj R. E. Perry
CPT Louis F. Poirier III
Maj. Charles Thomas
CPT Gene Lohmaier

GROUP II PARTICIPANTS

Maj Wm. Cox
Maj Marietta Budack
CPT Gary Yoshizuma
CPT L. C. Parker
CPT R. B. Jarrett
LT R. W. Rengir
CPT L. H. Madkins, Jr.
LT Comdr Earl Darden
LT T. M. Murry
LT Nacee Ann Kaidan
CPT R. H. Kelly
CPT W. T. Dahnke
LT R. K. Bauer
LT Betty James

6. Educational TV for Naval Training Officers

CET staff members participated with USN training Command personnel in designing and pilot testing a special course on how to effectively use Educational TV in Naval Training. This particular course was designed to teach 400-500 Navy Chaplains how to conceptualize, plan, and produce video-tape programs. It included their learning the use of video cameras, sound, and various video equipment. The pilot test covered a period of 4 days.

PARTICIPANTS

Capt Carl Auel
Capt Charles Keyser
Comm Robert Gately
Comm Mark Kase
Lt Comm Daniel Force
Lt Comm James Doyle
Lt Comm David Unning
Lt Comm Wallace Turner
Lt Frank Mintjal
Lt Charles Buleigh

7. Visiting Scholar Training Program

This is an individualized program that CET makes available for education officers who occupy a significant position within an educational system or agency. Such people are considered by CET to be "visiting scholars." The experiences for each visiting scholar are to take into account the position the participant holds and the environment in which he works. The general objectives of these training programs are to (1) acquaint the visiting scholar with the special educational technology capabilities in Florida State University's College of Education; (2) provide organized, intensive, directed study in the systems approach, instructional design and delivery systems, media applications, computers in education, and recent relevant research concerning these and other areas of educational technology; (3) acquaint the participant with CET's efforts in applying educational technology to improve educational systems in selected countries throughout the world.

Listed below are the visiting scholars who have participated in this program.

FY 73 PARTICIPANTS

Ms. Wania Botelho
Brazilian Educator
Human Resources Office
March — May 1973

Mr. Marvin Hurley
Education and Training Officer
USAID Mission, Lima, Peru
March — April 1973

Mr. Eric Prabhakar
Specialist
Division of Methods, Materials and Techniques
February — March 1973

FY 74 PARTICIPANTS:

Dr. Richard White
Faculty of Education
Monash University
Sydney, Australia
January — June 1974

Mr. Wilbur M. Waffle
Asia Bureau
AID
Washington, D C
November 73 — January 1974

Mr. Hector Munroy
University of Cauca
Pompayan, Colombia
January — May 1974

Ms. Jean Vieira
University of Brazilia
Brazilia, Brazil
January — March 1974

Dr. Adriana Flores de Saco
Catholic University of Lima
Lima, Peru
September — December 1973

Research and Model Building

To enable the University to strengthen its capacity to plan and carry out a program of applied developmental research directed toward integrating present knowledge and closing current knowledge gaps in the field of educational technology;

(OBJECTIVE 3)

The doing of applied developmental research has been and continues to be basic to the University's efforts to build a significant competency in the field of educational technology. Personnel associated with the Center for Educational Technology are charged with responsibility for both planning and implementing a series of new and additional research efforts in this area. The University staff, including those assigned to the Center for Educational Technology, have a continuing mission to engage in significant research activities, so the challenge under this grant was to initiate new programs and to develop plans for filling in essential knowledge gaps.

Center personnel have devoted efforts to research in a variety of situations: research into literature on the uses and applications of educational technology, into attempted innovations in particular subject areas and geographical areas, and into the solution of significant educational problems. While much of this research and study has contributed to Center-wide efforts in relation to achieving Grant objectives, it is not reported in formal writings, but is utilized in project activities of the Center. "Model building" — the precise design and portrayal of one or more alternative means by which specifically identified problems might be solved — has been accepted as an important way in which research efforts could be reflected in plans for action. These "model building" efforts have ranged from models that relate to a single instructional program effort, to the more complex problems of the reform of a national education system. Their focus has been on the use and application of educational technology as a cost-effective approach, as well as a technical approach to the solution of real problems. While most of the research and model building efforts were initiated "in-house," some have been carried out in response to specific requests from outside agencies, and some major efforts have been carried out under contract. The following areas of analysis, investigation, and design have been considered as priorities:

- 1 Examination of various techniques for the *design* of instruction such as needs assessment, task analysis, performance specifications, delineation of entry behavior, and development of criterion items
- 2 Examination of techniques for the *development* of instruction such as the selection of appropriate media, design of alternative learning models and activities, sequencing of instruction and use of existing materials to teach specific objectives
- 3 Examination of techniques for the *validation* of instruction such as empirical development models, formative evaluation techniques, and the use of student data for material revision
- 4 Examination and development of *simplified procedures and techniques* such as techniques for converting traditional instruction to performance-based instruction
- 5 Development of models and proposals for *alternative delivery systems* such as radio, television, multimedia instruction, peer tutoring, etc
- 6 Design of models for the training of specialists and the doing of advanced research in specific areas of educational technology
- 7 Examination and development of possible applications of educational technology in specific aspects of non-formal education
- 8 Examination and development of computer-based instruction models that have possible application in both developed and less developed educational programs

FY 72 Accomplishments:

1. Support was given to graduate students preparing doctoral dissertations directly related to the application of educational technology.
2. Research on special problems in educational technology was conducted in connection with contracted-project obligations of the University
3. Support was provided for research by individuals or small groups of University professors related to specialized problems
4. The Center's Technical Information Lab established collections of current research in the field of educational technology, and other technical information documents (books, monographs, pamphlets, etc.).
5. A comprehensive plan to be used in guiding Center research efforts was developed.
6. The Center's Multimedia Lab designed and built two prototypes for the support of in-house training programs and for the development of specialized media facilities. These were audio/video study carrels and portable consoles for housing audio/video equipment.

FY 73 Accomplishments:

1. Sponsorship of doctoral level research projects was continued
2. Investigation of specific problems by professional University staff was continued
3. A set of guidelines to govern Center research efforts was developed and adopted.
4. Specific research proposals were designed in critical areas of educational technology for presentation to responsible University officials and/or outside sources of funding.
5. A draft model for a National University Center for Educational Technology was developed
6. Center personnel participated in both domestic and international symposiums and conferences devoted to identifying research problems related to educational technology
7. Two new prototypes were designed by the Multimedia Lab. These were a carousel projector/graphics table for producing slide-tape modules, and a 20-station conference table with multimedia control devices and bilingual capability at each station

FY 74 Accomplishments:

- 1 The support of graduate students doing doctoral level research was continued. Dissertation topics are listed in the following pages
- 2 Contract project research was completed and reports made to the contractor
- 3 A list of twenty-one monographs, models, and/or special papers listed herein were prepared by CET staff
- 4 As indicated in the Plan of Work for FY 74, a series of targeted monographs related to educational technology were planned by Center personnel. These publications (to be printed and distributed in FY 75, their titles are listed on the following pages) are based on research and applications carried on in connection with past Center efforts, and are focused on specialized areas that contribute to the diffusion of new and innovative approaches to the solution of basic education problems

Graduate Student Dissertations

FY 72 Dissertations:

Abstracts of the following dissertations were presented in the FY 72 Annual Report:

Chadwick, Clifton B. "A Systems Analysis and Design for the Development of Educational Technology in a Developing Country The Case of Argentina"

Rayner, Gail T. "An Empirical Study of a Methodology for the Revision of Systematically Designed Educational Materials"

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 for dissertation

Sprague, David N. "An Empirical Investigation of the Relationship Between Media Preference and Learner Performance"

Srisopa, Anan "Methodology for Forecasting Manpower Requirements as a Basis for Long Range Educational Planning"

FY 73 Dissertations

Abstracts of the following dissertations were presented in the FY 73 Annual Report:

Cooney, David T. "The Foreign Student Program in Florida Public Community Junior Colleges Present Status and Future Development"

Hannum, Wallace H. "A Study of Select Factors Influencing the Retention of Rules"

Oliveira, Joao Batista "Simulation and Analysis of the Effects of Alternative Transition Coefficients on Student Flows"

James, Thomas G. "The Effects of Subjective Organization and Paragraph Organization on the Recall and Retention of Meaningful Prose Materials"

Restrepo, Bernardo "Individualized Instruction and Flexible Schooling: An Experimental Study"

FY 74 Dissertations:

- John Furman "The Effects of Post Adjunct Questioning on Learning from Written and Oral Instruction: Interactions with Individual Difference"
- Bibiana Golfín "Aptitude Treatment Interaction Using Reading Comprehension, Mode of Presentation and Learning Efficiency as Variables"
- William R. Halstead "Development and Implementation of Generalized Interactive Management Information and Analysis System"
- Barbara Johnson "Evaluation of a Model for Computer-Assisted Instruction in Adult Basic Education Programs"
- Vincent Niemeyer "An Empirical Investigation of Select Teacher Competencies and Student Achievement"
- Philippe Olivier "An Evaluation of the Self-Scoring Flexilevel Tailored Testing Model"
- Youngsun Park "An Analysis of Some Structural Variables of the Korean Language and the Development of a Readability Formula for Korean Textbooks"
- Vathsala Stone "Development of Criterion-Referenced Tests: An Empirical Investigation"
- Susan Taylor "The Effects of Mastery, Adaptive Mastery, and Non-Mastery Models on Learning of Mathematical Task"

Contracted Project Research

FY 72-73 Contracted Project Research.

Educational Change Through Systems Planning for the Republic of Korea (Contract with AID to assist the Republic of Korea)

Development of Materials for A Seminar on Educational Technology (Contract with the Organization of American States)

Research, Development, and Evaluation Efforts in Empirically Designed Instruction for the Combat Arms Training Board (Contract with the U S Army)

FY 74 Contracted Project Research

The Instructional Systems Development Model (contract with the Combat Arms Training Board. U S Army)

Monographs, Papers, and Models

FY 72-73:

Branson, Robert K. and Morgan, Robert M. "Educational Technology: State of the Art."

Briggs, Leslie J. and Dodi, Norman. "Teacher Training Module Development."

CET. "Educational Radio: A Review of the Literature."

CET "Model for the Development of a National University Center for Educational Technology."

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

Hannum, Wallace "A Study of Select Factors Influencing the Retention of Intellectual Skills."

FY 74:

Bonar, J. and Dick, Walter "Development of a Computerized Management Information System for Teacher Education Programs," published paper

Boutwell, R., Tennyson, R., and Frey, Susan. "A Survey of College Student Preferences for Faculty Teaching Styles," published paper

Branson, Robert, Hannum, Wallace, Rayner, Gail, and Stone, John. *Analysis and Assessment of the State of the Art in Instructional Technology*, CET monograph

Branson, R. and Reiner, Edward "The Implementation Agent," unpublished paper

Grant, Sydney "Peruvian Language Education Policy Toward Speakers of Indigenous Tongues," unpublished paper.

Hannum, Wallace "Toward a Framework for Task Analysis," published paper

Kraft, Richard *Cost Effectiveness of Technical Education*, monograph

Morgan, Robert, and Hannum, Wallace. *A Parametric Study of Instructional Radio*, CET monograph.

Morgan, R., and Hannum, W. *The Use of Peer Tutoring and Programmed Radio Instruction*, CET monograph.

- Rideout, William "An Organization Model for the Center for Interdisciplinary Research for Educational Development, National University of Zaire." unpublished paper
- Rideout, W. "The Politics of National Planning." unpublished paper
- Rideout, W. "The Reorganization of Higher Education in Zaire." published paper
- Rideout, W. "A School System for an Indigenous Religious Minority." unpublished paper
- Song, Yoo Jae "Instructional Film: Optimizing Its Instructional Effectiveness." unpublished paper
- Story, Bascom H. "Contributions and Costs of Educational Technology." unpublished paper
- Story, B. "Intermediate Educational Technologies." unpublished paper
- Tennyson, Robert "Applications of Computers in Education." CAL working paper
- Tennyson, R., and Boutwell, R. "An Audio-Tutorial Instructional Approach to Individualizing College Geology." CAL working paper
- Tennyson, R., and Boutwell, R. "Methodology for Defining Instant Difficulty in Concept Teaching." published paper
- Tennyson, R., and Boutwell, R. "Methodology for the Sequencing of Instances in Classroom Concept Teaching." CAL working paper
- Worthen, Blaine, and Boutwell, R. "An Examination of Some Cherished Traditions in the Training of Educational Researchers." published paper

Projected Monograph Series on Educational Technology

Research and basic writing on the below list of monographs was completed in FY 74. Their systematic editing, printing, and release will take place in FY 75 with the first three being available during the first half of the first year.

1. *Principles of Learning*
2. *Systems Approach*
3. *Instructional Materials Design*
4. *Writing Programmed Instruction*
5. *Instructional Television*
6. *Evaluation of Instructional Materials*
7. *Management by Objectives*
8. *Computer Applications to Instructional Systems*

Linkages and Liaisons

To enable the University to strengthen its capacity to establish strong and mutually reinforcing linkages and liaisons with the growing number of national and international institutions, organizations, activities, and projects involved in utilizing educational technology in the solution of educational problems in the U S and abroad

(OBJECTIVE 4)

The Center, throughout the existence of the Grant Agreement, has been actively engaged in the establishment of meaningful and mutually supportive relationships with both domestic and overseas institutions involved in the examination, evaluation, and advancement of educational technology. These interinstitutional ties have evolved at CET's initiative as well as at the initiative of the other institutions.

If the mesh between another institution and CET is close and compatible in terms of foci of interest and innovation, of materials development and personnel, and the embarking upon joint action programs, actual *linkages* are established. Very careful consideration is given to the establishment of full linkage relationship because this implies a commitment on both sides to become involved in problems of mutual concern in educational technology on a sustained and active basis over a period of years. This commitment in terms of research, materials, and personnel will seek to produce innovative answers to problems and contribute to the "state of the art" in educational technology. Therefore, it is not something to be undertaken or terminated lightly.

If it is felt that both parties would benefit from a sustained exchange of information, visitation when possible and convenient, and perhaps at some point, a more active level of interaction between the two, then a *liaison* relationship is formed. Naturally, the kind of liaison relationship established with any given institution is subject to change depending on developmental trends and conditions. Some liaison relationships are short lived, while others may continue for long periods and on occasion develop into formal linkages.

The following list of institutions and agencies represent those with whom the Center has been able to easily establish and maintain working relationships. They have either expressed an interest in CET's special competency, or have provided CET with an opportunity to extend its own understandings of the role of educational technology in the modern world. Although the list is not entirely inclusive, it does represent the breadth of relationships developed, and the depth of such relationships cannot be recorded easily. Those linkages that have developed into so-called partnership undertakings or projects have been asterisked.

AUSTRALIA

Monash University
Sydney, Australia

AFRICA

Egypt:	Ministry of Education Center for Educational Research Ain-Shams University
*Ethiopia:	Ministry of Education, Haile Selassie First University Academy of Pedagogy
Liberia:	Ministry of Education, Kakata Rural Teacher Training Institute
Tunisia:	Institute of Educational Sciences
Uganda:	Ministry of Education
*Zaire:	National University of Zaire, Center for Interdisciplinary Research in Educational Development

EUROPE

England:	Center for Educational Development Overseas
*France:	Ministry of Education Center for Educational Technology
Greece:	University of Patras Athens, Greece
Spain:	Ministry of Education National Research Center for the Development of Education
Russia:	Ministry of Education

LATIN AMERICA

- *The Organization of American States
- Argentina: National Radiophonic Education Program (IN-CUPO)
- *Brazil: Ministry of Education
- * University of Brasilia
- * Instituto de Pesquisas Espaciais
- Chile: Ministry of Education
- Catholic University of Chile
- * Center for Research & Teacher Training
- Colombia: Ministry of Education
- University of Antioquia
- * Accion Cultural Popular (ACPO)
- *El Salvador: Ministry of Educacion
- Guatemala: Ministry of Education
- *Panama: Ministry of Education
- *Peru: Ministry of Education
- * Peruvian Institute for the Promotion of Education (IPFE)
- * National Institute for Research and the Upgrading of Teachers (INIDE)
- Catholic University, Center for Educational Media for Development
- *Association for Radiophonic Education (ALER)
- *Association of Caribbean Universities and Research Institutes

ASIA

- *Korea: Ministry of Education
- * Korean Educational Development Laboratory
- Seoul National University, College of Education
- Korean Institute for Research in the Behavioral Sciences
- Singapore: The Southeast Asian Regional Center for Educational Innovation and Technology
- *Thailand: Ministry of Education

MIDDLE EAST

Iran:	Free University of Iran
Lebanon:	Ministry of Education
*	Center for Educational Research and Development American University of Beirut

U.S. UNIVERSITIES

*Florida:	State University System (9 Universities)
*California:	University of California at Berkeley, College of Education University of California at Los Angeles
*Stanford University:	Communications Department
*Hawaii:	East-West Center, University Hawaii
*Michigan:	Michigan State University
*Texas:	Baylor University
Utah:	Brigham Young University
Washington D.C.:	Georgetown University

SPECIAL U.S. AGENCIES

*Washington:	American Council on Education (OLC)
*	AACTE World Bank Inter-American Bank
*Georgia:	U.S. Army TRADOC Georgia Public Television System
California:	Far West Regional Laboratory
*	Naval Instructional Development Center
Massachusetts:	Arthur D. Little Inc.

AID LINKAGES AND LIAISONS

By virtue of the 211(d) Grant itself, the Center for Educational Technology has and maintains a linkage relationship in the Technical Assistance Bureau of AID/Washington. This report is a direct result of that linkage. CET has also established linkage relationships, through official contracts, with the Latin American Regional Bureau, USAID-Korea, and USAID-Thailand.

Linkages and liaisons have been established with a number of overseas AID missions, the most significant of which are those in:

- Brazil
- Colombia
- Chile
- El Salvador
- Ethiopia
- Guatemala
- Korea
- Peru
- Panama
- Thailand/USAID/RED
- Zaire

Consultative and Other Services

To enable the University to strengthen its capacity to develop a variety of service capabilities in Educational Technology that can be made available to U.S. and foreign institutions and agencies as well as to AID and other interested entities.

(OBJECTIVE 5)

The University has interpreted the meaning of this objective as providing a variety of consultative services — both those in answer to specific requests, and those initiated by Center staff that seemed to hold promise for the establishment of linkages and liaisons that would contribute to the achievement of other stated objectives of the program. Grant funds have been used to support these official consultations.

In addition to specific consultations, Center personnel have been increasingly involved in receiving and orienting official visitors who have expressed an interest in the use of educational technology in the solution of their own problems. Only on very special occasions have Grant funds been used to bring any visitors to the Center. However, Grant supported staff and Center resources have certainly been utilized in their visitation programs.

To maintain current professional contact with associations and personnel in the field of educational technology and related fields, Grant funds have been utilized to enable Center personnel to attend both national and international conferences. On a number of occasions Center personnel have presented official papers related to the subject area.

Summary statements concerning the Center accomplishments in the above mentioned service activities for FY 72 and FY 73 are presented below. Details for these years were presented in the appropriate Annual Report already submitted. These summaries are followed by the detailed accomplishments for FY 74.

FY 72 Accomplishments

1. More than 20 short-term official bilateral and multilateral consulting activities were engaged in by representatives of the Center for Educational Technology.
2. More than 50 visitors from both U.S. and foreign institutions and agencies were received in the Center and oriented to both its capabilities and its approach to the application of educational technology.

3. More than 10 national and international conferences related to research, teaching, and service significant to current developments in educational technology were attended by representatives of the Center.

FY 73 Accomplishments:

1. More than 100 visitors were welcomed into the Center and oriented to its program and the use of educational technology for problem solving.
2. CET continued to carry out a variety of off-campus consultations. More than 30 such activities involving representatives from 17 agencies and institutions were undertaken.
3. Seventeen national and international conferences were attended by CET staff. Formal presentations by CET staff were made on eight occasions.

FY 74 Accomplishments

1. The following list of more than seventy visitors have been welcomed into the Center during FY 74. As can be seen from a study of the list, many of these visitors were high level officials who not only learned of the Center's activities and programs, but also contributed much to the staff and students working in the Center:

VISITORS

United States

Capt. Carl Auel
Pensacola Naval Air Station
Pensacola, Florida

Col. Ken Battenfield
Chief, Audio-Visual Instructional Technology
Pentagon, Washington, D C.

Peter Boynton
AID
Washington, D C

Dr. Clifford Block
AID
Washington, D C.

VISITORS/U.S. — continued

Dr. Cole Brembeck
Michigan State Univ.
East Lansing, Michigan

Mr. Richard Cisnero, President
TECOM
Division of Westinghouse, New York

Dr. John Clayton
Head, Educational Technology Unit
OAS
Washington, D.C.

James Curly
Ford Foundation

Mr. Al B. Downs
KTTC/TTDE
Keesler AFB, Miss.

Dr. Ed Eisman
Naval Instructional Technology
Development Center (NITDC)
San Diego, Calif.

Dr. Bruce Fleming
Civilian Advisor
Pentagon, Washington, D.C.

Ruth Galaid
HEW
Washington, D.C.

Dr. Ralph Harbison
Ford Foundation
New York, New York

Dr. Harold Hunter
College of Dentistry
University of Florida
Gainesville, Florida

Colonel William Hillsman, President
Combat Arms Training Board

Professor Kim
Columbia University
Columbia University, New York

VISITORS/U.S. — continued

Dr H S Long
Instructional Systems Consultant
IBM Data Processing Division
Maryland

Dr Clifford Liddle
Human Resources Development Division
AID
Washington, D C

Dr Emile McAnany
Stanford University

Dr David Merrill
Project Director
TICCIT
Brigham Young University
Provo, Utah

Alvaro Garcia Pera
Acting President
Population Reference Bureau
Washington, D C

Major General Thomas Rienzi
Asst Chief of Staff for Communications-Electronics
Department of the Army
Washington, D C

Mr Will Schafer
AID
Washington, D C

Mr Dave Sprague
AID
Washington, D C

Ira Sussman
T-Com Westinghouse

Donald Spritzer
T-Com Westinghouse

Adam Scott & Ed Burma
University of Louisville

James Singletary
AID
Washington, D C

VISITORS/U.S. — continued

Dr. Robert Salzen
Air Force Human Resources Laboratory
Wright-Patterson Air Force Base
Dayton, Ohio

Riad Tabarra
Chief of Population Policy and Programs
United Nations
New York, New York

Foreign

Haile Yesus Abeje
Assistant Minister for Primary and Adult Education
Ministry of Education and Fine Arts
Addis Ababa, Ethiopia

Nelly de Acevedo
Luis Eduardo Acosta
Universidad Pedagogica Nacional
Bogota, Colombia

Mr. K. D. Ariyadasa
Ministry of Education
Sri Lanka

Dr. Hernando Bernal
Director, Planning and Evaluation
ACPO
Bogota, Colombia

Munir Bashur
American University of Beirut
Beirut, Lebanon

Dr. Yoo In Chong
Professor Korea University
Seoul, Korea

Peter Coombs
Representative OAS
Mexico City, Mexico

Mario R. Da Cruz
Technical Advisor
AID
Brazil

VISITORS/Foreign — continued

Dr. Eduardo Cabezon Contreras
Director of Center for Educational Improvement
and Teachers Training
Ministry of Education
Santiago, Chile

Dr. Patricio Cross
Vice Director of Communications
Catholic University of Chile

Mr. Ivan William Hanna
District Senior Inspector
of Primary Schools
Wellington, New Zealand

Mr. Waddi Haddad
Under-Secretary of Education
Beirut, Lebanon

Dr. Ou Han-Sin
Dean of Academic Affairs
Hong Gook University
Seoul, Korea

Mr. Frederick Nelson Jones
Deakin High School
Curtin, Australia

Mrs. Fany Kaplan
Dept. of ETV
National High School Board
Montevideo, Uruguay

Kim, Hogwon
Deputy Director
Korean Educational Institute
Seoul, Korea

Mr. Kim, Joo Man
Superintendent
Kyungbuk Board of Education
Taegu, Korea

Kim, Dung Wie
UNESCO Representative
UNESCO, Seoul, Korea

VISITORS/Foreign — continued

Dr. Pacharee Kraprayoon
Educator
Thailand

Lee, Sang An
Ministry of Education
Seoul, Korea

Dr. Lee, Yung Dug
Director, KEDI
Ministry of Education
Seoul, Korea

Lim, Han Ik
Director of the Technical
Assistance Bureau
KEDI
Seoul, Korea

Dr. Ana Maria De Manzano
Educational Manager of Educational Television
San Salvador, El Salvador

Dr. Zoya Malkova
Ministry of Education
Russian Academy for Ed. Research
Russia

Dr. Mpiutu
Prof. of Differential Psychology
National Pedagogy Institute
Kinshasa, Zaire

Mr. Yusufhadi Miarso
Deputy Chairman
Office of Educational Development
Indonesia

Fr. Felipe McGregor
President
Catholic University
Lima, Peru

Hector Munroy
Instructor
University of Cauca
Cauca, Colombia, S.A.

VISITORS/Foreign — continued

Claudio Moriera
Office of the Secretary of Education and Culture
Rio Grande Do Sul, Brazil

Fr. Enrique Nardelli
Director General of INCUPO
President of ALER
INCUPO
Reconquista, Argentina

Dr. Eduardo Olea
ETV Project
Ministry of Education
Chile

Ing. Enrique de La Piedra
Representative IPFE
Lima, Peru

Ms. Teresinha Piancastelli
Education Office
USAID/Brasilia
Brazil

Mr. Eugenio Retamal
President of the National
Corporation of TV
University of Chile

Dr. Anibal Espino Rodriguez
President, University of Trujillo
Trujillo, Peru

Juan Chong Sanchez
Ministry of Education
Lima, Peru

Professor Alvaro Braga De Abreu e Silva
Ministry of Education
Brazil

Dr. Adriana De Saco
Department of Education
Catholic University
Lima, Peru

VISITORS/Foreign — continued

Msgr. J. J. Salcedo
Director ACPO
Bogota, Colombia

Dr. M. Selim
Bangladesh

Sir Philip Sherlock
University of West Indies

Song, Man Yung
Auditor of KEDI
Seoul, Korea

Francisco Antonio Salonia
Education Commentator
Clarín Newspaper
Buenos Aires, Argentina

Melanie Vincent
Executive Director
INCUPO
Representative, ALER
INCUPO-Reconquista, Argentina

Richard T. White
Faculty of Education
Monash University
Clayton, Victoria, Australia

Mr. D. Weerasighe
Director, Population Education Project
Sri Lanka

Dr. William Williams
Chief Education Advisor
USAID/Korea
Seoul, Korea

Mr. Ingeniero Pablo Willstater
Executive Vice President
Peruvian Institute for Educational Development
Lima, Peru

Mr. George Ziaqas
UNESCO
Paris, France

2. Specific consultations, relative to the role and application of educational technology, between the staff of CET and representatives from the following agencies were carried out in FY 74. Some of these consultations were more often invited by the below listed agency representatives. They may usually be classified as one-time activities and do not represent a continuing linkage or liaison.

American Council on Education, Washington, D C
 Ford Foundation, New York
 Rockefeller Foundation, New York
 Far East Regional Laboratory, California
 UNESCO, Paris
 AID Regional Technical Aids Center, Mexico City
 Latin American Association of Radio Schools (ALER), Argentina
 University of Florida, Gainesville, Florida
 Peace Corps Department of State, Washington, D C
 Southeast Asian Regional Center for Educational Innovation and Technology, Singapore
 World Bank, Washington, D C
 East West Center, Hawaii
 U.S. Dependent Schools, European Area, Department of the Army, Karlsruhe, Germany
 City University of Madrid, Spain
 African-American Institute, New York
 EXXON Education Foundation, New York
 U.S. Naval Training Command, Pensacola
 Leon Co. Florida Public Schools
 U.S. Army TRADOC
 Association of Caribbean Universities
 American Association of Colleges for Teacher Education
 University of Brazilia, Brazil
 Ministry of Education, Ethiopia
 Center for Research, Cairo, Egypt

3. The following National and International conferences were attended and participated in by one or more Center staff during FY 74.

National

American Educational Studies Association
 October 1973
 Denver, Colorado

National — continued

National Conference on Computers
October 1973
Harvard University

AID Contract Utilization Seminar
October 1973
Washington, D.C.

Southeastern Medical Consortium for Individualized Instruction
October 1973
University of North Carolina

Annual Conference of the National Council for the Social Studies
November 1973
San Francisco

U.S. Army Visual Media and Technology Conference
November 1973
Washington, D.C.

AERA Training Institute on Criterion Referenced Measurement
December 1973
New York

American Institute for the Decision Sciences
February 1974
New Orleans, La.

American Association of Teacher Education
February 1974
Chicago, Ill.

Florida Regional Seminar on Africa
April 1974
Tampa, Florida

Comparative and International Society Annual Conference
April 1974
Washington, D.C.

American Educational Research Association
April 1974
Chicago, Illinois

International

Association for Advancement of Science
July 1973
Mexico City, Mexico

World Conference of Greek Scientists
August 1973
Athens, Greece

ICE Seminar
October 1973
Madrid, Spain

National Conference on Educational Technology
Applied to Higher Education
October 1973
Sao Paulo, Brazil

UNESCO Conference for Experts on Educational Technology
December 1973
Paris, France

International Conference on Population Education
for the Asian Continent
January 1974
Manila, Philippines

Organization of American States Conference
February 1974
Caracas, Venezuela

IV IMPACT OF THE GRANT SUPPORTED PROGRAM

General Background

While the specific accomplishments listed in the previous section, as well as the material presented in the following sections and the Appendices, reflect a great variety of Center activities which received Grant support, they do not present a subjective analysis and/or evaluation of the planned University program, or problems that arise in the systematic and widespread utilization of the special capability that has been developed.

The Second Annual Progress report particularized how faculty members from across the University were utilized by the Center program; and how this extended staff capability, as well as the expanded physical and material resources, and the ability to mobilize and focus a multidisciplinary effort on the solution of particular problems was stimulated by and made possible through the use of Grant support. That report also identified the manner in which the Grant made possible changes in the allocation of University resources which resulted in both increased expenditures for support of the program, and the reconfiguration of internal systems for better use of already available resources.

During FY 74 the Center's facilities, personnel, and programs have been widely used as a research and experience base by a variety of graduate students, individual professors, other college programs, and local school systems. The Center has caught the attention of officials in the State University System as having real potential for service to other higher education institutions within the State. This is in addition to the Center's utilization by both the U.S. Army and U.S. Navy Training Commands.

New formal courses and new degree programs relative to educational technology and to international education were installed in FY 74 and have been utilized by an increasing number of regularly enrolled graduate students. Students from a variety of disciplines and specialties have also been provided with project related research and work experience in the field of educational technology, in addition to formal study related to their own areas of concentration.

New staff members have been recruited, both in and outside the University faculty, to teach, to do research, and to develop a multi-disciplinary approach to the use and application of educational technology. Existing University facilities and programs have become part of a coordinated effort to develop a broader and better balanced program of research and service in educational technology.

A great number of additional institutional linkages and liaisons both at home and abroad have been developed. These professional contacts have resulted in a number of Center contracted projects. Great care has been exercised in selecting projects which have had potential for utilizing and extending the Center's recognized capabilities, and for contributing to the basic mission of the University.

Not only are all divisions in the College of Education represented in the policy making and program implementation of the Center for Educational Technology, but Center staff representatives and associates are also serving on most of the major committees within the College of Education.

Grant support has definitely contributed to the establishment and development of a Center which has not only become a viable part of the University program, but which has also attracted the interest of, and helped to establish working relationships with responsible educational officers and official agencies from many countries around the world. In addition, many foreign students have come to the Center for graduate study and degrees and have returned to responsible positions in their own country.

In summary, the first grant year was largely devoted to organizing and establishing the Center — both physically and professionally. Programs had to be designed, space procured, physical facilities developed, and staff had to be selected and assigned. The second year was one of seeking identity and developing expertise within the framework of resources and opportunities available. This third year has been one of exploring a variety of opportunities and possibilities, and in trying to assess the accumulated experience of the Center in determining the best possible roles for the future. The third year work plan not only contemplated a continuation of teaching, research, and consultation which are normal functions of a specialized center in the University — but also contemplated the exercise of national and international leadership in the area of educational technology that would uniquely represent that a special competency has been established at Florida State University.

Plan of Work for FY 74

The stated Plan of Work for FY 74 was presented in the FY 73 report with anticipated accomplishments identified under each Grant Objective. Each of these objectives and the appropriate accomplishments will be discussed in the following paragraphs and where goals were not completely achieved, an effort will be made to isolate reasons. This analysis will result in the identification of issues to be faced in the future years of the Grant and will help provide a basis for the FY 75 Plan of Work which is presented in Section VII of this report.

OBJECTIVE I

Objective I is related to the overall development of personnel, technical facilities, and other resources within the Center to enable the University to serve as a special resource for the application of educational technology to the pressing problems of education faced by LDC's, and special agencies having responsibility in these areas. There is considerable evidence to support the general conclusion that the Center has achieved a definable level of success relative to this Objective. One means of evaluation is, of course, the comparisons of quantity and quality of staff, the comparative inventories of facilities and specialized equipment, and the comparative University status of the Center on a yearly basis.

Elements harder to measure are the integration of a highly specialized area such as educational technology into the mainstream of the various University programs, and making the Center an instrument for the utilization of total University competence. Divisions of the University, as well as particular professors, possess peculiar and specialized competencies which are often jealously guarded and for a variety of reasons do not lend themselves to careful cataloging or coordination. This is the character of a complex institutional structure as it has historically developed, and central direction and/or coordination is often considered an invasion of professional prerogatives. By making known its program and mission to the faculty during FY 74, the Center has made great progress in being accepted and has attracted to its programs a faculty interest and participation that is widespread, though far from total. A decision was made by Center personnel to allow this interest to grow normally rather than as anticipated, thrusting its role upon the University through a "Staff Resources" publication which might be interpreted internally as a grasping for power or position. This decision resulted in a change in timing rather than a change in objectives. Such an information resource will be developed with faculty support at the appropriate time. That a responsible and

continuing College Advisory Committee is active and concerned, plus the interest of several organized divisions in initiating requests for scheduled orientation to the Center's role and program, is evidence of the ever-increasing opportunities for the Center to be utilized as an instrument of total University contributions in the area of educational technology.

Because of the nature and utilization of 211(d) funding, and the relative quantity of such funding on an annual basis, it has been extremely difficult for the Center to isolate and monitor 211(d) Grant impact. This is not to say that it is difficult to account for Grant funds. They are, however, utilized in connection with state monies, with contract monies, and with whatever other resources are available to meet total program objectives. This coordinated utilization of funds — i.e., a graduate student subsidized a part of one year on Grant funds and shifted to Contract, or state funds for other parts of the year, or a consultant trip to the East partially subsidized by both 211(d), University, and/or contract funds, or a research activity started with 211(d) funds and later expanded or shifted to other funding sources, or a staff member working full time in the Center jointly paid from more than one source — all of these and many other examples too numerous to mention make it very difficult to credit a single fund source with either the success or failure of a given activity or program. *This creates an issue of total Center program evaluation vs. the evaluation of a particular fund supported aspect of the program.*

OBJECTIVE II

This objective focuses on the design and implementation of specialized instructional efforts in the training of regular students, of educational leaders, and of other responsible officials in the field of educational technology. In addition to regular University degree programs and particular graduate courses which were designed and instituted by Center personnel, the specialized training programs offered during FY 74 have been described in Section III.

This year's accomplishments have followed the pattern of the first two years, although the Center has become more efficient and the quality of training has improved. Increased demands for this training and the application of it to problems in a variety of places around the world are our best present method of evaluation.

While most of the actual training costs are borne by the student, the University, or by contracts for such training. Grant funds have often been used for support of initial contracts, for program research and design, and for general support services. A detailed list of all students since the initiation of the Center is in the Appendix, however, the following tables present a summary of the countries of origin of the graduate students associated with CET training and the types and special areas of training offered.

IDENTIFICATION OF CET TRAINEES (FY 72-74)

Country	Number	Country	Number
United States	120	Argentina	3
England	1	Bolivia	2
Australia	2	Brazil	23
Egypt	2	Colombia	15
Ghana	1	Costa Rica	1
Nigeria	1	Chile	7
Lebanon	3	Ecuador	4
Nepal	1	El Salvador	3
India	3	Guatemala	1
Korea	32	Honduras	11
Thailand	13	Mexico	5
Philippines	1	Nicaragua	1
Hong Kong	1	Panama	12
Paraguay	1	Peru	11
Uruguay	2	Venezuela	2

Total Number of Students — 285

Total Number of Countries — 30

TYPE OF TRAINING PROGRAMS

Ph.D. Programs	95	Regular University Programs
M.A. Programs	44	Regular University Programs
Special Programs	<u>146</u>	Special CET Training
Total	285	

Special Areas of Training and Numbers of Students Involved

Instruction Design & Development	86
Educational Technology	110
Educational Administration Mgmt. Planning	19
Programmed Instruction Development	30
Educational Measurement and Evaluation	17
Developmental Studies in Education	8
Foreign Language Education	2
Social Studies Education	4
Higher Education	1
Teacher Education	1
Motor Learning	1
Science & Human Affairs	1
Business Systems Design/Administration	2
Educational Psychology	3
	<hr/>
	285

OBJECTIVE III

A review of the research and model building done by the Center (and reported in Section II) will reveal that Center emphasis has been action oriented and focused on particular problems where specific assistance had been requested or funds provided. Early in the Center's history a conscious determination was made to develop an experience base in problem solving, and to test the expertise accumulated in the form of staff and resources before embarking on theoretical explorations and designs. This also involved a very careful review of the limitations of the Center as well as a determination of priorities.

During FY 74, however, the staff was able to plan through a series of targeted monographs relating to educational technology. These monographs will reflect the convergence of Center research, experience, and philosophy and will hopefully contribute to the literature of the field.

Some efforts to achieve all other planned activities in the research and model building area have been made during FY 74. Most have been limited to lack of staff time and financial resources; however, it is fair to say that responding to day-to-day pressures in carrying out committed programs has been the greatest limiting factor. A scrutiny of the papers and monographs prepared during FY 74 (both published and unpublished) will reveal a consistency between efforts made by the staff and the pre-planning done during FY 73. The Center had anticipated receiving funds during FY 74 for contract research in some areas of the application of educational technology which did not materialize. Other funds for other areas were received, and thus the priorities were established.

OBJECTIVE IV

In relation to the creation of domestic linkages and liaisons during FY 74, the Center staff has provided initiative and leadership in establishing cooperative relationships between and among U.S. institutions having similar competence and parallel service interests in the application of educational technology to the solution of educational problems in the developing world. This cooperation has included institutions already having received 211-d Grants for development in this or related fields of specialization, as well as other institutions whose interests are compatible. Exchanges of program information, inter-institutional visitations, and one or more seminars for the achievement of this objective have been held. CET hosted one such seminar during this report year which included Stanford University, Michigan State University, the University of California, and Florida State. Others hosted by these institutions and by AID were attended by Center representatives.

On the international scene, linkages were continued with such international entities as AID, OAS, The National Teleeducation Program (PRONTEL), INNOTECH, UNESCO, and the Latin American Federation of Radiophonic Schools (ALER), and such National universities and research institutes as the Korean Educational Development Institute (KEDI), Central Educational and Development Institute (CERD) of Lebanon, the University of Brasilia, the University of Madrid, the Center for Interdisciplinary Research for Educational Development (CRIDE), Kisangani Campus the National University of Zaire, and with Accion Cultural Popular (ACPO).

Exchange visitations of professional staff have been made between CET and the University of Brasilia, the Catholic University of Peru, the Haile Salassee I University in Ethiopia, the University of Antioquia, Colombia, the National University of Zaire, and the AIN-Shams University of Cairo.

In all instances of the seminars held and the visitations made two major themes of cooperation have emerged — first, a serious effort to comprehend the resources and programs of the entities involved, and second, a consideration of ways and means of working in concert to bring expertise to bear on problems of education faced by the LDC's

OBJECTIVE V

In trying to offer consultative and other services in the area of educational technology, Center staff members have performed three major activities

First, they have responded to requests from LDC's and from domestic agencies to offer consultative services when the problems were clearly within the mission of the Center, secondly, much time and effort has been devoted to visitors to CET in both superficial and in-depth orientation to the field of educational technology and the resources and activities of the Center, and finally, staff members have attended association meetings when these meetings have been directly related to the problems of education, the areas of research or the developmental needs of countries or school systems that might be served by new and innovative approaches

Of the approximate \$24,000.00 from Grant funds spent for travel by the Center, most of it was in support of consultative activities described above. More than 60% of the total was spent on international travel in answer to specific requests

CET has become an integral part of the Florida State University, and has in three short years become a viable national Center with the interest and capability to respond to needs that exist both at home and abroad

Although its capabilities and resources are by no means complete, it can and will continue to function effectively. Its impact on the University has been significant, and its utilization by both LDC's and other institutions has been considerable

Grant support has played a key role in the development of this institutional capability and the University recognizes this factor with appropriate appreciation

That the Agency for International Development, the Grantor, or its subsidiary agents overseas have not yet found ways to fully exploit or utilize the capability of the Center it has helped develop, or that the Center has not yet developed systematic methods of fully assisting AID and its overseas programs, are deficiencies that result not from lack of interest or cooperativeness, but more from the lack of foresight and experience in both agencies.

It is hoped that through careful planning these weaknesses of relationships can soon be overcome and that both AID and FSU-CET can find patterns of relationships that will strengthen the ability and contributions of each to educational improvement around the world.

V OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

To support the Center for Educational Technology, the University has had available, and has used, funds from several different sources. There have, of course, been the regular appropriations from the State of Florida for University operation. The College of Education has channeled portions of these funds into support of the Center. These particular resources have been used to support staff positions, physical facilities, library requisitions, travel, equipment, and a whole complex of required University backstopping and administrative services. No effort has been made here to itemize or to particularize all of these expenses as they relate to this program. However, the total of these special items of state-line expense have been summarized below to show the relationship between State and other sources of support. Grant support represents approximately 20% of the total resources utilized by the Center during FY 74.

FY 74 Funding For CET

Source	Amount (\$ in Thousands)	Approximate Percentage Total
Florida State University	228	20-
AID Grant — 211(d)	225	20-
Contracts*	715	60+
Totals	1,168,000	100

*Contracts between Florida State University and the following

1. Agency for International Development
2. Government of Korea
3. Government of Peru
4. Organization of American States
5. U.S. Army
6. U.S. Air Force
7. U.S. Navy

The services provided by the Center under the above listed contracts have been reflected in other sections of the report, particularly under the Training and Research divisions of Section III on the accomplishments of the program. The contractors normally provided funds for all the services which they received, although it is recognized that some 211(d) funds as well as some University State funds may have been spent for Center planning efforts and initial liaisons with one or more of the sources. It is further recognized that these sources also spent their own funds for support of their planning efforts with CET, and these expenditures are not taken into account in this report. Funds actually received from these sources for support and development of the University program in educational technology represent approximately 60% of the total program effort.

In order to protect University relationships with its contractors, all funds received from outside sources are reported as University non-211(d) resources. Detailed information on these expenditures, however, can be made available to the 211(d) Grantor upon official request.

VI PLAN OF WORK — FY 75

The Plan of Work envisioned for FY 75 and presented below is generally restricted to those activities that will utilize 211(d) Grant funds. Even though the amount of 211(d) resources are specifically estimated, it should be noted that non-211(d) resources will also be required for the full implementation of these activities. It is estimated that Grant funds will constitute approximately 20% of the CET budget for FY 75.

The Grant Objectives in the report format below are used as a framework for categorizing and listing the major planned outputs. The outputs are not arranged in order of priority, however, each is considered to be of significance in achieving the overall objectives of the Grant. Each objective will be identified by a word or phrase and further interpreted by a generalized statement of outputs relative to achieving the identified objective. These statements will be followed by "targets" for FY 75, and an estimate of 211(d) resources to be utilized in relation to each target.

OBJECTIVE 1 UNIVERSITY RESOURCE DEVELOPMENT

Generalized Statement of Outputs

The establishment of a variety of technical resources and facilities and the employment and utilization of especially qualified staff in the solution of problems of education in the area of educational technology.

FY 75 — TARGETS

- Approximately 30% reduction in salary support for staff from Grant funds while increasing the total professional staff by 15%. Estimated 211(d) costs — \$100,000
- Support for approximately 60 full-time graduate students (from the U.S. and abroad), with an average of 8 students per quarter being supported from Grant funds. Estimated 211(d) costs — \$30,000
- Maintenance, expansion, and development of the Multimedia Laboratory, the Technical Library, and the Computer Laboratory as resources for Center research, service, and training programs. Estimated 211(d) costs — \$1,000
- Continued expansion of the role of the Center in the total University program of research, teaching, and public service. No cost to 211(d) resources

OBJECTIVE 2 TRAINING PROGRAMS

Generalized Statement of Outputs

Providing specialized research, training, and experience for selected personnel, and formal courses and degree programs for regularly enrolled graduate students in the field of educational technology

FY 75 — TARGETS

- Providing 6 or more visiting scholars with an organized though relatively unstructured orientation-training-study program in the application of educational technology (Time periods from 3 weeks to 3 months) Costs to 211(d) funds already covered in staff salaries and resource development
- Providing 50-60 degree graduate assistants with at least one quarter of work and research experience in CET projects relative to the application of educational technology in particular problem situations. No costs to 211(d) resources
- Designing and offering 6-8 specialized training programs in educational technology (3-6 weeks in length) to special groups of representatives from agencies and institutions both domestic and foreign (estimated number of students -- 150) Costs to 211(d) for travel, supplies, materials, and equipment -- \$5 000
- Offering regular graduate courses, both those which are elective in degree programs and those which are integral to degrees in Instructional Design and International Education. These will reach 300 graduate students and involve the time of 10-15 CET staff members. No costs to 211(d) resources

OBJECTIVE 3 RESEARCH AND MODEL BUILDING

Generalized Statement of Outputs

Carrying out and reporting the results of both basic and project oriented research that helps to systematize and expand the knowledge and skills required for the effective application of educational technology in present day educational problem situations

FY 75 — TARGETS

- A series of 8 monographs related to educational technology will be produced by Center personnel during FY 75. These publications, while based on research and applications carried on in connection with past Center efforts, will be focused on specialized areas of instruction and evaluation. Estimated printing costs to 211(d) — \$5,000.
- 4-6 research reports resulting from Center project activities will be developed and disseminated. No costs to 211(d) resources.
- 8-10 doctoral dissertations, reporting research into specialized areas of educational technology will be completed by CET supported graduate assistants. No costs to 211(d) resources other than student stipends reported above.
- CET staff members will publish 8-10 professional articles in appropriate journals relative to their research and experience in educational technology. 211(d) costs include staff support already reported plus materials, secretarial services, etc., estimated at \$3,000.

OBJECTIVE 4 LINKAGES AND LIAISONS

Generalized Statement of Outputs

To cooperate actively with AID, with other universities, and with responsible agencies in the international field in establishing coordinated efforts to apply educational technology to the solution of current problems.

FY 75 — TARGETS

- Center personnel will continue its already established cooperative relationships with other U.S. institutions having similar competence and parallel service interests in the application of educational problems in the developing world. This cooperation would include institutions already having received 211(d) Grants for other institutions whose interests are compatible. 211(d) costs in travel money estimated at \$2,000.

- Through already established linkages Center personnel will participate in the establishment of some type of informal "network of institutions" to enable AID to bring a specialized effort to apply on solutions of particular problems in particular areas of the world. Estimated 211(d) costs — \$3,000.
- Center personnel will respond to specific requests for conferences and liaisons with appropriate agencies in 3-5 LDC's as interests are identified as being compatible. Estimated 211(d) costs — \$2,000.

OBJECTIVE 5: CONSULTATIVE AND OTHER SERVICES

Generalized Statement of Outputs

To provide specialized services to (including technical assistance, orientation, seminars, professional conferences, etc.) a variety of domestic, foreign, and international individuals and agencies relative to the development and application of educational technology.

FY 75 — TARGETS

- Center personnel will respond to 10-15 requests for technical advice from responsible domestic and foreign agencies. Costs of staff time already reported. Other 211(d) costs estimated — \$2,000.
- 10-12 special in-house seminars for staff and students on new developments in the field and new, innovative applications of educational technology will be conducted during FY 75. No costs to 211(d) resources.
- CET staff will host and orient more than 100 foreign and domestic visitors to the Center during FY 75. No costs to 211(d) resources.
- CET staff will attend and participate in 10-15 national and/or international professional conferences pertinent to the role and development of educational technology. Estimated costs to 211(d) resources — \$2,000.

Although the above statements have attempted to "target" in on specific quantitative accomplishments as rationalization of specific Grant support, other important activities will be taking place during FY 75 that are not easily quantifiable. Some of these should be mentioned as a part of the CET work plans as follows:

- Continuous explorations will be carried out with other responsible Florida agencies regarding the contribution CET can make to the inservice and preservice training of teachers.
- CET projects — both those completed and those underway — will be analyzed through systematic staff discussions, to determine new professional goals for the Center as well as to identify "blind alleys" that inexperience may have led us to pursue.
- CET will attempt to isolate 3 or 4 significant problems, and to concentrate its efforts on 3 or 4 particular geographical areas of the world. If support can be secured for a continuous, in-depth, and systematic attack on these problems in these areas, this approach would enable the Center to focus and strengthen its capability, and would further justify the Grant support already provided.

VII INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

The Center for Educational Technology operates under the University's Affirmative Action personnel policy. This policy statement is as follows:

AFFIRMATIVE ACTION PROGRAM

Effective 15 October 1973

- References:
1. Filling a Career Service Position (OP P-2-1.1)
 2. Appointments to Administrative and Professional Positions (OP P-3-1.2)
 3. Promotions, Demotions, Transfers, and Reassignments. (OP P-2-4.1)
 4. Grievance Procedures (OP P-2-6.1)
 5. Discrimination Grievance Procedures (OP P-1-1.11)

PURPOSE

To specify the methods and responsibilities required to carry out the Florida State University Affirmative Action Program.

DEFINITIONS

The following definition will apply throughout this procedure

MINORITIES

Minorities refers to members of ethnic groups identified as American Blacks (Negroes), Spanish-surnamed Americans, American Indians, and American Orientals. Groups that are classified in the category "OTHER", to distinguish them from the minority groups, are American Caucasians, aliens, and any others not specified as a minority

FORMS

The following forms will be used in this procedure and may be obtained from the Office Services Department.

Quarterly Affirmative Action Report (Faculty; FSU FORM NO. AA177)

Quarterly Affirmative Action Report (Administrative & Professional; FSU FORM NO. AA178)

Quarterly Affirmative Action Report (Graduate Assistants; FSU FORM NO. AA179)

Quarterly Affirmative Action Report (Career Service & Total Work Force; FSU FORM NO. AA180)

Affirmative Action Recruitment Interview Report (FSU FORM NO. AA186)

GENERAL

The University President is ultimately responsible for the administration of the Affirmative Action Program. The President's Assistant for Minority Affairs is responsible for planning, coordinating, and monitoring the program. The vice presidents and provosts are responsible for the employment practices within their administrative units. Deans and directors are responsible for reviewing and approving department employment goals and monitoring employment practices. Department chairmen and managers are responsible for carrying out the Affirmative Action program, and for reporting the status of the program. The University Minority Affairs Office personnel will provide technical information and support to the departments, and counselling and referral service for minorities and women regarding employment opportunities.

DEPARTMENTAL ACTION

Heads of departments are responsible for carrying out the Affirmative Action Program. The practices listed below should be followed by the heads of departments to fulfill their employment responsibilities.

- Welcome and encourage applications from minorities and women.
- Include minorities and women on search committees, and as interviewers.
- Include minority and women's publications and organizations as contact and advertising sources when filling job openings.
- Review applicants on the basis of previous success record and potential, as well as academic achievement.
- Apply flexibility in evaluating experience requirements.
- Welcome and encourage employment of minorities and women.
- Follow personnel procedures as outlined in references 1 and 2.
- Provide promotional opportunities to all employees on an equitable basis.
- Welcome and encourage the promotion of minorities and women within the department and to other University departments.
- Employ promotional practices to improve employee retention rates.
- Follow personnel procedures as outlined in reference 3.
- Develop and provide programs that will improve the skills and potential for promotion of minorities and women.
- Encourage participation in professional development and training programs.
- Provide career counselling and information concerning professional and skill development.
- Provide distribution of assignments commensurate with job responsibilities.
- Provide equitable opportunities for decision-making.
- Provide equitable facilities and services for all employees.
- Provide equitable pay and fringe benefits.
- Administer equitably all personnel practices such as leaves, overtime, etc.

GRIEVANCE PRACTICES

- Provide for equitable review of grievances. Follow the procedures outlined in references 4 and 5.
- Establish a clear, publicized, departmental system of investigating complaints of discrimination.

GOAL SETTING

Heads of departments will set quarterly hiring and promotional goals by race and sex for each employment category. The goals will be evaluated and approved by the appropriate dean or director, provost or vice president, and the University President. The University Minority Affairs Office personnel will assist in the development of hiring and promotional goals.

The goals should be based on known and projected vacancies. Vacancies can be projected based on annual turnover rates and available positions. The racial and sexual distribution of employees should be based on availability of potential recruits for the type of positions within each department. Availability statistics may be obtained from the University Minority Affairs Office.

REPORTING SYSTEM

Quarterly reports concerning the status of the Affirmative Action Program are to be submitted for each department account that has a salary authorization within it. The reports are due within ten working days after the end of the reporting quarter. The quarters end September 30, December 31, March 31, and June 30. The reports will be submitted on Quarterly Affirmative Action Report forms (FSU FORM NO. AA177, AA178, AA179, AA180, and AA186).

Heads of departments will complete the forms and sign their names to the report. It will then be forwarded to the dean or director for his review of goal attainment, and confirmation. The dean or director will consolidate the reports from his departments and will forward the reports to the appropriate provost or vice president for review of goal attainment, and confirmation. The provost or vice president will consolidate the reports from his deans or directors and forward them to the University Minority Affairs Office.

The report will be completed in four copies. The original will be forwarded to the University Minority Affairs Office as outlined above. The remaining three copies will be retained by the department, the dean or director, and the provost or vice president.

DEPARTMENTS NOT MEETING GOALS

When the President determines that a department is not meeting its goals and not evidencing good faith effort in trying to meet its goals, he will address a letter to the appropriate provost or vice president directing necessary adjustments.

Florida State University and the Florida State University System, which includes all nine universities in Florida, are seriously committed to equal employment opportunities. This is evidenced by our recently filling a University Provost's position and the position of Dean of the College of Education with black professionals. CET shares this sense of commitment though we have not yet achieved our goals of a balanced staff of minority and non-minority personnel. Where position vacancies have occurred, qualified minority candidates have been sought actively.

A summary of CET's personnel in terms of male, female, and minority groups for each of the three personnel categories is shown below. This data covers the period from December 1973 to date and is broken down on a quarterly basis to show changes through the year.

TABLE I

Affirmative Action Data for The Center for
Educational Technology (1973-74)
(reflected by quarter)

Qtr. Ending December 1973

	<i>American Black</i>	<i>American Spanish</i>	<i>Female</i>
Faculty			
11 NM/M			
3 NM/F			3
Graduate Assistants*			
14 NM/M			
13 NM/F			13
1 M/M	1		
Career Service			
2 NM/M			
8 NM/F			8
8 M/F	5	3	3
TOTAL FOR QTR.	<u>6</u>	<u>3</u>	<u>32</u>

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Qtr. Ending March 1974

Faculty

12	NM/M			
2	NM/F			2

Graduate Assistants

18	NM/M			
13	NM/F			13
1	M/M	1		

	American Black	American Spanish	Female
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Career Service

2	NM/M			
9	NM/F			9
8	M/F	6	2	8
TOTAL FOR QTR.				
	<u>7</u>	<u>2</u>		<u>32</u>

Qtr. Ending June 1974

Faculty

14	NM/M			
2	NM/F			2

Graduate Assistants

17	NM/M			
14	NM/F			14
1	M/M	1		

Career Service

1	NM/M			
7	NM/F			7
2	M/F		2	2
TOTAL FOR QTR.				
	<u>1</u>	<u>2</u>		<u>25</u>

Qtr. Ending September 1974

Faculty

12	NM/M		
3	NM/F		3

Graduate Assistants

17	NM/M		
12	NM/F		12

Career Service

2	NM/M		
9	NM/F		9
2	M/F	2	2
TOTAL FOR QTR		<u>0</u>	<u>26</u>

NM/M — Non-Minority Male	*Many of our graduate assistants
NM/F — Non-Minority Female	are members of minority groups, but
M/M — Minority Male	because they are not U.S. citizens
M/F — Minority Female	they are not reflected as such

Because of the highly specialized program in educational technology offered by CET, the professional opportunities for its minority staff and alumni are exceptionally good. One of our recent black doctoral graduates was employed as an Assistant Professor at Florida State University and our female and minority graduates have been well placed as can be seen from the student disposition summary in an appendix to this report.

APPENDICES

Professional Staff Vitae
CET Student Roster

CET PROFESSIONAL STAFF VITAE

ROBERT M. MORGAN is the Director of the Florida State University Center for Educational Technology, and Professor of Educational Research in the College of Education. He also serves as a continuing member of the Executive Steering Committee for policy determination of the College of Education programs. As Director of the Center for Educational Technology, he is responsible for all personnel, policies, and programs of the Center.

Dr. Morgan received a B.S. Degree (1955) and an M.S. Degree (1965) in Psychology from the Oklahoma State University, and a Ph.D. Degree (1958) in Psychology from Ohio State University.

Prior to joining the Florida State University faculty as Professor and Head of the Department of Educational Research and Testing in 1968, he had a broad and varied professional experience. He served as professor of Psychology at Oklahoma State University, Ohio State University, and at the University of New Mexico. He has also served as a special lecturer in Educational Technology at the Catholic University of America, Washington, D.C.

In addition to his teaching experience, Dr. Morgan has had extensive management experience in private industry with both the General Programmed Teaching Corporation of California and the Educational Systems Division of Litton Industries in College Park, Maryland. These responsibilities included giving leadership to large numbers of professional personnel in initiating, developing, and applying innovative systems of Educational Technology in the solution of domestic problems.

In 1967 Dr. Morgan was invited to join the U.S. Office of Education where his responsibilities were related to the development of instructional materials, planning research programs, and developing administrative policies.

His professional training and experience have covered a broad spectrum of creative research into educational innovations pertaining to all aspects of educational technology, and he has participated in developing both public and private applications of these research findings throughout the U.S. and in several foreign countries.

Dr. Morgan has authored and coauthored many professional contributions to the field of educational technology and educational reforms. He has provided consultative assistance to a variety of public and private educational agencies both in the U.S. and abroad, and has given direction to special projects for educational improvement in foreign countries located in Europe, Asia, Africa, and Latin America.

PAUL E. ADAMS is a professional photographer for the Florida State University, Center for Educational Technology Multimedia Laboratory. In addition to photographing and developing slides, black/white prints, and graphic designs for Center for Educational Technology publications, he also assists in producing instructional materials for training programs. He is available as a Center consultant in photographic techniques and equipment.

Mr. Adams received his A.A. degree from Central Florida Junior College. He completes his B.A. degree in 1974 at Florida State University with a major in communications and Asian studies, and a minor in Japanese

Prior to joining the Center for Educational Technology staff, Mr. Adams worked as a photographer for various types of publications including advertisements and high school yearbooks. He was a news correspondent for the Orlando Sentinel Newspaper during 1971 (covering school board news) and contributed photographs to several other Florida newspapers

He also served as a media advisor to journalism classes in a local high school. While in college, his activities as editor of the Literary Magazine and as a photography editor of the Yearbook won him the Lewis H. Chazel Journalism Award

FRANK W. BANGHART is a Professor in the College of Education, and is also the Director of the Educational Systems and Planning Center at Florida State University and Harvard University. His expertise is available to CET in both a consulting and research capacity

Upon receiving his Ed D from the University of Virginia in 1957, Dr. Banghart has held teaching positions in both the School of Education and School of Medicine at the University of Virginia, as well as the Directorships of the Division of Educational Research and the Bio-mathematics Laboratory at that University. He has also been a visiting Professor of Education at the University of Washington and Harvard University.

Dr. Banghart has published extensively, including articles in such journals as *Neuro-psychiatry*, *Educational Research Bulletin*, and the *Journal of Experimental Education*. He is the author of numerous technical monographs and has published several books, including *Elementary Mathematics IV and V*, and *Educational Systems Analysis*. In addition to writing, he has been engaged in many research projects, serving as principle investigator on grants from the U.S. Navy, the Air Force, U.S. Office of Education, U.S. Army, Florida State University Department of Education, and the Model Cities Program. His research has spanned such topics as Forecasting Techniques, Design of an Educational Complex, and Computer simulations and models for problem-solving. Dr. Banghart is listed in *Who's Who in American Education* and *American Men of Science*.

RICHARD C. BOUTWELL is an Assistant Professor in the Programs in Medical Science, where he is in charge of Curriculum Development. In the field of Education, he teaches research design, instructional psychology, and instructional development of classroom learning. He serves as a consultant to CET in these subject areas.

Dr. Boutwell received an Associate of Arts degree (1963) from Los Angeles Valley College. He completed his B.A. degree in Social Studies (1966) and his M.A. in Educational Psychology (1969) at the University of California at Northridge. He received the Ph.D. degree (1972) in Educational Psychology at Brigham Young University.

Prior to his joining Florida State University, Dr. Boutwell served as an educational consultant to Weber State College and Far West Laboratories, writing proposals and validation projects. As an Assistant Professor at Brigham Young University he taught advanced educational psychology and at Bucknell University taught testing and measurement, social studies methods, administration and supervision, as well as engaging in independent research and course design.

Dr. Boutwell has published numerous articles in such journals as *Journal of Educational Research*, *NSPI Journal*, *Educational Technology*, *Journal of General Psychology*, and *AV Communications Review*. He is active in professional conventions and symposia, serving as topic chairman, discussant, and participant on several occasions. He has been awarded several grants and is pursuing research in such areas as Imagery and Learning Tasks.

ROBERT K. BRANSON is the Director of the Division of Research and Instructional Design in the Florida State University Center for Educational Technology, and is also Professor of Educational Research in the College of Education. He is responsible for guiding Center efforts in the areas of research and the design of instructional materials for training specialists in educational technology.

Dr. Branson received his Ph.D. in Experimental Psychology from Ohio State University in 1959.

Dr. Branson has had considerable experience in management and as a consultant. As vice president and co-founder of General Programmed Teacher Corporation, he supervised a large staff in the research, development, and production of materials for such publishers as Ginn and Britannica. Later he served as educational project manager for Litton Industries. He received national recognition for his leadership in fiscal, operational, and planning activities as the Center Director of the Parks Job Corps Center in Pleasanton, California.

He is noted for his publications on programmed instruction and the systems approach to learning and for many years has been a consultant in

these and related areas to universities and corporations, the armed forces, the Agency for International Development, the Organization of American States. He has also served the governments of Brazil, Peru, Panama, and Ethiopia on projects involving management and educational technology

LESLIE J. BRIGGS is a Professor of Instructional Systems in the Florida State University College of Education. He contributes services to the Center for Educational Technology through consulting and research activities.

Dr. Briggs received a B.S. Degree in Political Science-Education from Fort Hays Kansas State College (1941), an M.S. Degree in Psychology from Fort Hays Kansas State College (1942), and a Ph.D. Degree in Psychology from Ohio State University (1948).

Since joining Florida State University, Dr. Briggs has served as Chairman of the Instructional Systems Committee and as a member of the committee developing an undergraduate program for College of Education students which will provide for their service training and articulate with the graduate program. He has been the project director or principal investigator for numerous studies sponsored by such agencies as the U.S. Office of Education, the National Institute of Education, the U.S. Naval Training Devices Center, the Office of Naval Research, the U.S. Air Force, the Pacific Telephone Company, and Chance-Vought, Inc. His views on teaching machines, programmed learning, audiovisual and multimedia instruction, and vocational education are widely respected. Today, Dr. Briggs is a major contributor to the development of the field of educational technology.

Prior to joining the Florida State University faculty, Dr. Briggs held several positions in industry and government. While in the Air Force, he combined the technique of adjunct autoinstruction with the techniques of programmed instruction, simulation, and task analysis, resulting in development and evaluation of a wide range of means for automated instruction. Later, at the American Institutes for Research in the Behavioral Sciences, Dr. Briggs was the principal investigator and project supervisor for research and development projects related to the design of instruction. While there, he produced the first two key monographs dealing with a model for the design of instruction. Two additional monographs, plus a book coauthored with Dr. Robert M. Gagne, round out a set of coordinated materials now widely employed in teaching the design of instruction.

R. CHRIS BROWN has been the Engineer for the Florida State University Center for Educational Technology Multimedia Laboratory through 1974. In this capacity, he has been responsible for maintaining the audio/video facilities and providing technical assistance in systems design and recording procedures. Mr. Brown has helped design and supervise the

construction and installation of electronic multimedia equipment including television systems, audio systems, projection systems, and control systems. He has also been responsible for the maintenance of the equipment in the Multimedia Laboratory.

Mr. Brown received a B.S. degree in Electrical Engineering from the University of Tennessee (1972).

Mr. Brown has extensive background in audio design and application, and engaged in video systems design while employed by Signal Engineering and Sales, Inc. He has also served as a consultant in the field of audio design.

WALTER DICK is Program Leader and Associate Professor of Instructional Design and Development in the FSU College of Education

Dr. Dick received his A.B. degree in Psychology from Princeton University (1961). At Pennsylvania State University he completed the M.S. degree in Psychology (1963) and the Ph.D. in Educational Psychology (1965). While studying at Pennsylvania State he was engaged in research activities in the Division of Instructional Services which involved computer-based projects.

Prior to coming to Florida State University, Dr. Dick was involved in experimental design and data processing with HRB Singer, Inc. at State College in Pennsylvania. At Florida State he has served as Research Associate with the Division of Instructional Research and Services and Assistant Professor of Educational Research, investigating preparation of an automated collegiate physics course, computer-managed instruction, applications of a system approach to the development of instructional materials, and investigation of learning parameters in an instructional setting.

In addition to his consulting activities with such institutions as the Mathematical Association of America and the National Laboratory for Higher Education, Dr. Dick has published several books on measurement and the systems approach to teaching. He has also published many articles and technical reports on computer-based instruction, evaluation, and other aspects of instructional technology.

RICHARD M. DURSTINE has been a Research Associate in the Florida State University Center for Educational Technology from 1972 to 1974. He was based in Rio de Janeiro, Brazil on assignment with the Latin American Regional Contract to develop methods for better use of quantitative information in the management of educational systems.

Dr. Durstine received a B.S. degree in Industrial Management (1954) and engaged in one year of graduate study in mathematics at the Carnegie Institute of Technology. He received his Ph.D. degree (1959) in Applied Mathematics from Harvard University.

While in Brazil Dr. Durstine also provided advisory services to the National Center for Human Resources of the Brazilian Ministry of Planning; Brazil's National Program for Teleducation (PRONTEL); and various agencies of the Brazilian educational system. In addition, he has served as an advisor to the Peruvian and Bolivian Ministries of Education, and to Colombia.

Prior to joining the Florida State University staff, Dr. Durstine had a variety of professional experiences, some of which include mathematician for Westinghouse Research Center in Pennsylvania, technical staff member of the Mitre Corporation in Massachusetts, staff member of the Guayana Project (Venezuela) of the Joint Center for Urban Studies of MIT and Harvard University, and lecturer and research associate in the Center for Studies in Education and Development at Harvard University. Dr. Durstine left Latin America upon completion of the Latin American Regional Contract. He now works with UNESCO in Jakarta, Indonesia.

RAYMOND FROST, JR. is Data Systems Director for the Center for Educational Technology's Computer Applications Laboratory. Mr. Frost manages the two-computer system at the CAL, assisting in formulating new proposals and advising the CAL Director in on-going projects and new equipment matters.

Mr. Frost received an A.A. degree (1969) from Tallahassee Community College and his B.S. degree in Business Management from Florida State University (1974).

Mr. Frost has worked with computers as an operator for the Computer Assisted Instruction Center at Florida State, having Programming duties and assisting in liaisons with users. In 1973, he was a computer operator for the Department of General Services with the State of Florida, and in 1974 returned to FSU as a research assistant with the Computer Application Laboratory, moving into his present position as Data Systems Director.

ROBERT M. GAGNÉ is a Professor in the Division of Instructional Design and Personnel Development in the Florida State University College of Education.

Dr. Gagné received an A.B. degree (1937) in Psychology from Yale University, an M.S. degree (1939) in Psychology from Brown University, and a Ph.D. degree (1940) in Experimental Psychology from Brown University.

Dr. Gagne has been actively engaged in research on human learning for many years. His college teaching career began at Connecticut College for Women. During World War II, he served as an Aviation Psychologist, engaged in the development of tests of motor and perceptual functions in the classification of aircrew members.

He returned to college teaching at Pennsylvania State University and again at Connecticut College where he also carried out a research project on the learning and transfer of skills. For eight years thereafter he held the position of technical Director in two Air Force laboratories engaged in research programs dealing with learning and methods of technical training.

From 1958 to 1962 Dr. Gagne was a Professor of Psychology at Princeton University, where he carried out a series of studies on the acquisition of knowledge and collaborated with the University of Maryland and Mathematics Project in studies of mathematics learning. From 1962 to 1965, he was the Director of Research of the American Institutes for Research, where he was concerned with general supervision of research programs on human performance, instructional methods, educational objectives, design and evaluation of curricula, and educational procedures. His writings during this period dealt particularly with methods of instruction, problem-solving, and the conditions of learning. From 1966 to 1969 he was a Professor in the Department of Education, University of California, Berkeley, in the field of educational psychology. In this position, he directed local efforts to establish a regional educational laboratory, managed a program of graduate training in educational research, and continued his research on the learning of school subjects. At Florida State, he has completed research on learning hierarchies related to school instruction, communication skills in object description, and the development of a plan for individualized instruction in an elementary school.

His publications include many articles on human learning and instruction in scholarly journals. Major books are *Psychological Principles in System Development* (Ed. 1962), *The Conditions of Learning* (2nd ed. 1970), *Principles of Instructional Design* (with Briggs, 1974), and *Essentials of Learning for Instruction* (1974).

SYDNEY R. GRANT is the Director of the Division of Instructional Programs and Services at the Florida State University Center for Educational Technology. Dr. Grant is also a Professor of Comparative and Developmental Studies in Education and is the Director of several training, research, and technical assistance efforts. During the 1974 calendar year, Dr. Grant also served as the Acting Director of the College's Division of Instructional Design and Personnel Development.

Dr. Grant received his B.S. Degree in Education from the City College in New York (1950), his M.A. degree in Spanish Language and Literature from the National University of Mexico (1951), and his Ed.D. in Supervision and Curriculum Development from Teachers College, Columbia University (1961).

Prior to coming to FSU in 1969, Dr. Grant worked for four years as the Associate Chief of Party of the Teachers College, Columbia University US/AID Contract Team in the Ministry of Education in Peru, assisting in the areas of supervision, curriculum development, and teacher education.

Dr. Grant has also had considerable experience at all levels in U.S. public education, having served as a teacher, Assistant Principal, Director of Instruction, and Assistant Superintendent for Instruction in New York City, New Jersey, and in the State of Washington. He also served for twelve years as an instructor of special courses in the Adult and Graduate Teacher Education Programs of the City University of New York.

In addition to the foregoing activities, Dr. Grant has served as a consultant, as a member of the Florida State University Survey Team in South Korea (Summer 1970), as a participant in the Panamanian Ministry of Education Florida State University Workshop (1971), and as a participant and Director of Peruvian Institute for Research and Educational Development/FSU Instructional Design Workshop (1973, 1974).

WALLACE H. HANNUM, JR. is an Assistant Professor in the Florida State University College of Education as well as Director of the Center for Educational Technology's Computer Application Laboratory. His responsibilities include the supervision and training of Latin American students and the designing and conducting of research on educational technology with emphasis on low-cost technology (radio). He is also involved in developing training in instructional technology.

Dr. Hannum received a B.A. degree (1966) in Psychology, and an M.Ed. degree (1968) in Educational Administration from Auburn University. He received a Ph.D. degree (1973) in Educational Research from Florida State University.

Prior to joining the CET staff, Dr. Hannum taught psychology in the School of Education at Florida Agricultural and Mechanical University, and conducted research in the University's Laboratory School. He also taught educational psychology at Auburn University. As a research associate with the Anniston, Alabama Public Schools, he conducted in-service teacher training and evaluation of special projects. He was also part-time instructor of Economics at Jacksonville State University.

Dr. Hannum's publications include articles on computer-managed instruction, project management, and various topics associated with his research.

THOMAS G. JAMES has been a Research Associate in the Division of Instructional Programs and Services of the Florida State University Center for Educational Technology. His responsibilities in the Division include the design and direction of training workshops in instructional technology, advising foreign and domestic students in advanced degree prog-

rams at Florida State University, and off-campus consulting and training services.

Dr. James received his B.A. degree (1969) in Psychology and his Ph.D. degree (1973) in Educational Research from Florida State University. His major area was instructional systems with specialties in instructional design and learning from verbal information.

Prior to his position with CET, Dr. James was a graduate research assistant at the Computer Applications Laboratory. During his stay at the CAL, he participated in proposal writing activities, performed on contractual efforts, and conducted both basic and applied research. The funded projects on which Dr. James has worked include a computer-assisted instruction reading project for educable mentally retarded students in Wakulla County, Florida, the development of adaptive instructional models for Air Force training, and the simulation of a performance contingent algorithm for the Air Force's Advanced Instructional System. His research activities include work on affective factors in computer-assisted learning, performance contingent pacing, and organizational factors in memory and their influence on learning from verbal information. Dr. James is now self-employed as an educational evaluator.

BARBARA F. JOHNSON has been Assistant Director of the Computer Applications Laboratory of the Florida State University Center for Educational Technology for fiscal year 1974. Her responsibilities included the conceptualization, implementation, and evaluation of assigned research, model design, and training activities in the Laboratory. She was also involved in proposal and technical report writing.

Dr. Johnson received her A.B. degree (1945) in Journalism from Louisiana State University and her M.S. degree (1968) in English Education from Florida State University. She received her Ph.D. degree (1974) in Educational Research at Florida State University.

Prior to joining CET, Dr. Johnson was the Director of the U.S. Department of Labor Public Service Careers Program at Florida State University. She has also served as a professional writer for the Computer-Assisted Instruction Center at Florida State University, and a Technical Instructional Specialist for the Wakulla County School system. In addition, she has taught English and served as a curriculum writer for the Palm Beach County Board of Public Instruction.

Dr. Johnson has helped to prepare numerous articles and reports dealing with various applications of computer-assisted instruction. She is now employed with the State of Florida.

F. J. KING is a Professor in the Department of Educational Research and Testing. He is affiliated with the Center for Educational Technology through consulting and research projects.

Dr King received both the B.S. (1949) and M.S. (1950) degrees from North Texas State College. In 1960 he received the Ph.D. degree from the University of Texas.

He has a wide background in research into human learning, beginning with a Research Associate position in the Human Talent Project at the University of Texas. At Florida State University, he has served as Research Associate, Assistant Professor, and Associate Professor of Educational Research and Testing, in addition to research activities with the Institute of Human Learning (1964-67).

Dr King has consulted on evaluation projects for ESEA Title III in Chipley, Florida, and the Leon County Public Schools. His current research grants involve testing projects for the U.S. Army Combat Arms Training Board and the National Council for Teachers of English. He is coauthor of several articles appearing in the *Journal of Educational Psychology* and *Research in the Teaching of English*.

RICHARD H. P. KRAFT is a Professor of Educational Administration in the Florida State University, College of Education. As an educational economist, he teaches, advises, and consults in the areas of planning, cost-effectiveness, human resource planning, and economic growth budgetary processes and quantitative methodologies. He serves as a consultant to the Center for Educational Technology on projects requiring expertise in these areas.

Dr Kraft received a B.A. degree (1953) and an M.A. degree (1954) in Economics from the University of Munich. He received an M.B.A. degree (1962) and a Ph.D. degree (1967) in Economics of Education from the University of California.

Before coming to Florida State University, Dr Kraft was a Research Specialist and Lecturer at the University of California at Berkeley. He was also an instructor at Modesto Junior College, Modesto, California and an Economist for the Robert Bosch Corporation in San Francisco. Before coming to the United States, Dr Kraft served as an Economist for the British Petrol Company, Ltd. in Hamburg, Germany.

He has published in the *Florida Journal of Educational Research*, *Educational Technology Magazine*, *International Review of Education*, *Journal of Economic Research*, *Review of Education*, et al. His writings during the past ten years have dealt particularly with questions of resource allocations, costs and benefits of education, and methods of manpower planning. He has been actively engaged in research on manpower planning in the United States and in developing countries.

BYRON G. MASSIALAS is a Professor in the Division of Instruction Design and Personnel Development and Educational Management Systems. He also serves as an advisor to the University's Center for Educa-

tional Technology in the areas of curriculum development, the design of instructional media and materials, and international development education. His special substantive area is social science with particular emphasis in population/environmental studies and ethnic heritage programs.

Dr. Massialas received a B.A. degree (1957) in History from Butler University, an M.S. degree (1958) in Political Science, and a Ph.D. degree (1961) in Education and Social Science from Indiana University.

Before coming to Florida State University, Dr. Massialas was an Associate Professor of Education as well as the Director of the Social Science Research Training Program at the University of Michigan. He has also been an Assistant Professor of Education at the University of Chicago and an Instructor in Social Studies at Indiana University.

Dr. Massialas has published widely in his fields of expertise. His books include *Tradition and Change in Education: A Comparative Study*, *Inquiry in Social Studies*, *Creative Encounters in the Classroom*, and *Education and the Political System*. His book entitled *Social Issues Through Inquiry: Coping in an Age of Crisis* is scheduled for publication by Prentice-Hall in February 1975.

Dr. Massialas has had a great deal of international experience, having served as a consultant in Korea, North Africa and the Eastern Mediterranean region.

JOHN W. MCLANAHAN is the Director of Administration at the Florida State University, Center for Educational Technology. In addition to his management responsibilities, Dr. McLanahan participates in educational development projects, particularly in the area of systems evaluation.

Dr. McLanahan received a B.A. degree (1960), an M.A. degree (1961), and a Ph.D. degree (1965) in Psychology from the University of Cincinnati.

Prior to joining CET, Dr. McLanahan was employed for two years by the Bunker-Ramo Corporation, where he conducted research in aviation psychology at Randolph AFB in Texas. In this position he performed systems evaluations of pilot control-display concepts for all-weather flight operations.

For the next six years, he was a Staff Psychologist in the International research operations division of the Behavioristics and Decision Sciences Laboratories of HRB-Singer, Inc. During this period he spent five years in Vietnam, Thailand, Korea, and other developing Asian nations as a technical advisor and behavioral science consultant to U.S. Department of State and Department of Defense organizations and to agencies and institutions of foreign governments. His research in these countries included a number of attitudinal studies and the development and field-

testing of methodologies and techniques for evaluating educational and informational systems on foreign adult populations.

Dr. McLanahan has substantial experience in the technical and fiscal management of research programs as well as in all aspects of managing international research programs and activities.

DAVID B. MCMURTREY is the Director of the Florida State University, Center for Educational Technology Multimedia Laboratory. He was responsible for the design and establishment of the Laboratory, and coordinates the media production activities of the Center. He also serves as a Center consultant on technical aspects of media systems design and utilization.

Mr. McMurtrey is a graduate of Ringling School of Art, Sarasota, Florida (1964). His major area of study was Commercial Design.

Prior to his association with CET, he served as Production Coordinator for "Child-Structured Learning in Science," a research and development project of the Department of Science at Florida State University.

As the first Art Director of the Georgia Educational Television Network, he was directly responsible for all visual aspects of the Network's production center and its nine interconnected stations. He was also Executive Producer-Director of "Science one," a series of elementary science programs.

Mr. McMurtrey actively participated in the development and production of over 800 instructional television programs, many of which have been distributed nationally. He is a former State Director of the National Association of Educational Broadcasters, and was a founding member of its Graphics Area Special Interest Group. His primary interests are in the design of instructional resources, facilities, and media.

In addition to the foregoing, Mr. McMurtrey has designed and illustrated numerous books and other printed materials. He co-prepared "Television Antenna Systems," a guide for public school superintendents and principals developed under a grant from the U.S. Office of Education. He was Art Director of the award-winning films, "Ode to an Uncertain Tomorrow," and "New Directions." He also designs houses, interiors, furniture, office and production space, and exhibits.

ANNE C. PETTY is Project Editor for the Center for Educational Technology. She is responsible for technical, behavioral, and English language editing of program design documents, I-TV scripts, monographs and other materials developed and published by CET staff members to insure accuracy, consistency, and maximum quality of style and content. She is also responsible for the printing and distribution of CET publications.

Dr. Petty received her B.A. Degree (1966) and M.A. Degree (1970) in English and her Ph.D. Degree (1972) in the combined field of Contemporary Literature and Folklore from Florida State University. Her second area of expertise is Creative Writing and English composition, with emphasis on technical and scholarly writing. Her dissertation, "The Creative Mythology of J.R.R. Tolkien," was nominated for the Marian Hay Creative Scholarship Award.

Prior to joining CET, Dr. Petty has been a part-time instructor with the English Department of Florida State University. Also, she has served as an editorial consultant with the State Division of Youth Services Bureau of Research and as a professional proofreader with Municipal Code Corporation of Tallahassee. In addition, she has taught high school, holding classes in English and Journalism, and serving as Art Department Head. She also does private editorial and consulting work for faculty and students at FSU, specializing in editing dissertations for foreign students.

Currently, Dr. Petty serves as a member of the Editorial Board for the Mythopoeic Press, and writes fantasy stories for children, occasionally reviewing books for the local newspaper. She is coauthor of a monograph series on Educational Technology with James Wilkey.

GAILT. RAYNER is a Research Associate in the Division of Research and Instructional Design in the Center for Educational Technology. She is responsible for development of instructional materials and has directed and coordinated training programs in educational technology for foreign students. Currently, Dr. Rayner is working on the design and development of an Instructional System Development Model manuals and workshops for the Interservice Committee (Army, Navy, Marines, and Air Force).

Dr. Rayner received a B.A. degree (1954) in Government from George Washington University, an M.B.A. (1962) from the University of Florida, and a Ph.D. (1972) in Educational Research from Florida State University.

Prior to joining CET, Dr. Rayner did research on attitude scales and computer-managed instruction at the Florida State University Computer-Assisted Instruction Center. Her non-academic experience includes financial analysis and portfolio management. Dr. Rayner has also published several articles dealing with educational systems and computer-managed instruction. She has been a consultant for the Combat Arms Training Board of the Army as well.

EDNA C. REYNOLDS is a CAI programmer with the Center for Educational Technology's Computer Applications Laboratory. Her responsibilities include assistance with operation of the IBM 1500 and TSS 8 computers and programming and coding.

Before joining the CAL, Ms. Reynolds served as acting Office Manager for the Agricultural Stabilization and Conservation Service of Punta Gorda.

Florida, administering cost-share payments and other duties associated with the county office. She has been a keypunch operator for the Lee County, Florida Data Processing Center. At the Florida Atlantic University Data Processing Center, she performed the duties of head verifier for all statistical and business office programs. In 1969 she joined the Florida State University Computer-Assisted Instruction Center as keypunch operator and moved to coder in Coursewriter II and programming in FOCAL.

Ms. Reynolds has authored Systems Memo No. 9 Focal Manual for CAI Coding on the TSS/8 System for the CAL Center.

WILLIAM M. RIDEOUT is an Associate Professor and Program Leader of Developmental Studies in Education in the Florida State University, College of Education. He is also a Research Associate in the Center for Educational Technology. Since his appointment, Dr. Rideout has worked with the Office of International Education and has taught within the Departments of Social Studies Education and Foundations of Education. He has also assisted the Center for Educational Technology in establishing interinstitutional linkages and relationships with developing countries and in dealing with questions concerning the exchange of technological information.

Dr. Rideout received a B.A. Degree (1951) in History from Stanford University, an M.A. Degree (1956) in International Relations from the School of Advanced International Studies of Johns Hopkins University, an M.A. Degree (1967) in History, and a Ph.D. Degree (1971) in International Developmental Education from Stanford University.

Before coming to Florida State, Dr. Rideout was the Assistant Director of the Stanford International Development Education Center. While at Stanford, he taught in the School of Education.

Dr. Rideout has also held various posts with the Agency for International Development. He has been the Assistant Training Officer in Tunis, Tunisia and Leopoldville, Zaire. He served in London as the Assistant AID Coordination Officer and in Washington as the Deputy Regional Program Coordinator for Africa. His international experience also includes service as a Research Associate at the University of Rangoon in Burma. Dr. Rideout has published several articles dealing with education in Africa.

HUGO F. SANDOVAL-CONSUEGRA is a Research Associate in the Division of Instructional Programs and Services of the Center for Educational Technology. His responsibilities in the Division include the design and direction of training workshops in instructional technology, advising foreign and domestic students in advanced degree programs at Florida State University, and off-campus consulting and training services.

Dr. Sandoval-Consuegra received his B.A. degree (1967) in Philosophy from Valparaiso University, an M.S. (1968) in Educational Administration and the Ph.D. degree (1972) in Instructional Systems Technology from Indiana University. His major area was the diffusion and adoption of innovations.

Before coming to CET, Dr. Sandoval was the National Coordinator for Teacher Training programs for the Comprehensive High School project and administrator of the UNICEF-UNESCO program for the Comprehensive High School project and administrator of the UNICEF-UNESCO program for Normal Schools at the Ministry of Education in Bogota, Colombia.

More recently he was an Associate Professor and Director of the Audiovisual Center at the Universidad Industrial de Santander, Bucaramanga, Colombia, in charge of directing and teaching seminars on education for in-service training of the University professors.

His academic experience includes the teaching of Educational Administration Theory at the Universidad Javeriana, (Bogota), Learning Theories, Philosophy of Education and Research Methodology at the Universidad Industrial; Educational Planning, Educational Evaluation, and Educational Supervision at the Escuela Superior de Administracion Publica in Bucaramanga and Barranquilla, Colombia.

He has also served as consultant to the Ford Foundation in the Center for Educational Resources (CREE) project in Universidad del Valle, Cali, Colombia. Dr. Sandoval has published several articles in Spanish in the area of Education.

BASCOM H. STORY has been Director of the Division of Program Development in the Florida State University Center for Educational Technology and served as a Professor of Higher Education in the College of Education. He was responsible for planning and proposing new program directions and professional linkages and liaisons for the Center. He and his staff monitored, reviewed, and evaluated all Center projects and activities, and assisted in designing and developing official reports relative to these programs until his retirement in 1974.

Dr. Story received a B.A. Degree in Political Science from North Texas State University (1934), an M.A. Degree in Educational Administration from Southwest Texas State University (1942), and a Ph.D. Degree in Educational Administration and Curriculum Development from the University of Texas (1949).

Prior to joining the Florida State University faculty, Dr. Story had a varied career both domestically and internationally. His domestic U.S. experience includes classroom teaching at the elementary, secondary, undergraduate, and graduate school levels in Texas, Tennessee, and New York. He has had administrative experience as a school principal, a school

superintendent, and a Deputy State Commissioner of Education in Texas, and as Dean of the College of Education and Dean of the Graduate School in Memphis State University

Dr. Story joined the U.S. Foreign Service in 1958 and has served the Agency for International Development in Washington as Director, Office of Education and Manpower Planning in Ethiopia, and later serving in Nigeria, the Philippines, and in Washington, D.C. as Peace Corps Director of University Relations and Training. He took leave of absence from the government in 1965-66 to assist a major U.S. industry in establishing an educational products-service business, becoming the first Vice-President and General Manager of the Educational Systems Division of Litton Industries.

In addition to his service in and contributions to U.S. education, Dr. Story has pioneered in institutional development in several foreign countries. He was closely associated with the initial establishment of Haile Selassie I University in Ethiopia and has most recently assisted in the development of several Republic of Korea institutions, namely, the Korean Institute for Research in the Behavioral Sciences, the Korean Educational Development Institute, and the Korean Advanced Institute of Science. His specific interests in Educational Technology are focused on, but not limited to, the areas of Strategies for Educational Change, Administrative and Management Systems, and Institution Building.

ROBERT D. TENNYSON has been the Director of the Computer Applications Laboratory of the Florida State University Center for Educational Technology. He was also an Assistant Professor of Educational Research in the College of Education. He was responsible for conducting research in the uses of computers in educational environments. This research includes the design and development of instructional materials, research in the area of learner and instructional strategies, studied and implemented management systems to utilize the total capabilities of computer facilities, and the training of experts and nonexperts in the application of computers based upon a systems approach to instructional design.

Dr. Tennyson received a B.S. Degree (1964) in History from Brigham Young University, an M.A. Degree (1969) in Psychology from San Fernando Valley State College, and a Ph.D. Degree (1971) in Psychology and Computer Science from Brigham Young University.

Prior to joining CET, Dr. Tennyson was the Acting Director of the Center for Computer-Assisted Instructional Research. He also taught high school for five years in California. Dr. Tennyson has published several articles about instructional systems and design. In addition, he has written three books: *Concept Learning*, *Principles of Instructional Psychology* with M. David Merrill, and *Concept Teaching*, an Instructional Design Guide with M. David Merrill.

JAMES F. WILKEY is a Research Associate in the Division of Instructional Programs and Services of the Florida State University Center for Educational Technology. He is responsible for the design and development of workshops in programmed media that will provide systematic application of techniques in instructional technology to the total production process of instructional materials. His duties also include the administration of such programs.

Mr. Wilkey completed ten months consultant work at the Korean Educational Development Institute (KEDI) in Seoul, Korea. At Florida State University he subsequently supervised the design and implementation of training programs for KEDI instructional systems designers and I-TV production staff. Currently, he is assigned to a similar workshop series for Iran.

In addition to providing training in instructional systems design and management, the workshops operated under Mr. Wilkey's supervision give "hands-on" training in such media as: programmed instructional television, audio-tutorial techniques, slide/tape presentations, 8mm film program design and production, and the writing of programmed instructional texts. Students attending the workshops come from various developing countries, and they are vitally concerned with obtaining specific skills in the aforementioned areas in order that they may contribute to the educational and economic development of their countries.

Mr. Wilkey was formerly head of curriculum development for Litton Industries and manager of the instructional television station for the Job Corps' vocational training program in Pleasanton, California. In other positions with Volt Technical Corporation, American Airlines, and General Dynamics, he designed and conducted industrial training programs in scriptwriting, training materials design, programmed media production, and the preparation of training manuals.

CET Student Roster FY 72-74

	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
1	Clifton Chadwick	U S	6/70-6/71	FSU Graduate Student	Instructional Design and Development	Ph D	Education Officer Organization of American States Buenos Aires, Argentina
2	Paul Gallagher	U S	6/70-8/70	FSU Graduate Student	Instructional Design and Development	Ph D	Assistant Dean College of Education Florida International University Miami, Florida
3	Darlene Heinrich	U S	6/70-6/74	FSU Graduate Student	Educational Psychology	Ph D	Assistant Director Office of Evaluation Services Division of Instructional Research & Services Florida State University
4	Thomas James	U S	6/70-6/73	FSU Graduate Student	Instructional Design and Development	Ph D	Educational Consultant Tallahassee, Florida
5	Barbara Johnson	U S	6/70-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Professor Florida A & M University Tallahassee, Florida
6	Gail Rayner	U S	6/70-3/72	FSU Graduate Student	Instructional Design and Development	Ph D	Research Associate Center for Educational Technology Florida State University
7	James Papay	U S	6/70-12/71	FSU Graduate Student	Instructional Design and Development	Ph D	Educational Measurement-Evaluation Specialist Public School System Dallas, Texas
8	Franklin Sands	U S	6/70-8/72	FSU Graduate Student	Instructional Design and Development	Ph D	Division of Instructional Technology U S Naval Training Center San Diego, California

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
9	David Sorague	U S	6-70-6-72	FSU Graduate Student	Instructional Design and Development	Ph L	Human Resources Development Officer Agency for International Development Washington, D C
10	David Thomas	U S	6-70-8-74	FSU Graduate Student	Instructional Design and Development	Ph D	Department of Transportation Richmond, Virginia
11	Wilberto Aquilar	Honduras	9-70-12-70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
12	Alba Cano	Honduras	9-70-12-71	Honduras	Educational Administration	M A	Ministry of Education Honduras
13	Hosea Hernandez	Honduras	9-70-12-70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
14	Benjamin Lacayo	Honduras	9-70-12-71	Honduras	Educational Administration	M A	Ministry of Education Honduras
15	Concepcion Milla	Honduras	9-70-12-71	Honduras	Educational Administration	M A	Ministry of Education Honduras
16	Rene Morgan	Honduras	9-70-12-70	Honduras	Educational Technology	Sp	Ministry of Education Honduras

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
17	Baudino Pejuan	Honduras	9/70-12/70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
18	Armando Piaguaga	Honduras	9/70-12/70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
19	Carlos Rivera	Honduras	9/70-12/70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
20	Jose Vasquez	Honduras	9/70-12/70	Honduras	Educational Technology	Sp	Ministry of Education Honduras
21	Gilberto Zuniga	Honduras	9/70-12/71	Honduras	Educational Administration	M A	Ministry of Education Honduras
22	Guillermo Velez	Colombia	1/71-5/72	Antioquia-FSU Exchange Student	Higher Education	Ph D	Vice Rector for Academic Affairs University of Antioquia Medellin, Colombia
23	Dwayne Clark	U S	5/71-9/73	FSU Graduate Student	Business Systems Design	M A	Geophysical Fluid Dynamics Institute Florida State University
24	Rebecca Addison	Panama	6/71-2/73	LARA	Instructional Design and Development	M A	Ministry of Education Panama

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
25	Michael Moncrief	U S	6/71-8/72	FSU Graduate Student	Instructional Design and Development	Ph D	Southwest Regional Laboratory Los Angeles, California
26	Anan Snsopa	Thailand	6/71-6/72	FSU Graduate Student	Instructional Design and Development	Ph D	Division of Secondary Education Ministry of Education Bangkok, Thailand
27	Jose Antonio	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
28	Margarida Campos	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
29	Maria Foresti	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
30	Maria Kamo	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
31	Amancio Pulcherio	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
32	Eudes Silva	Brazil	6/71-8/71	CNAE	Educational Technology- Systems Analysis	Sp	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
33	Gabriel Briseno	Mexico	6/71-12/72	OAS I	Instructional Design and Development	Ph D	Professor National University of Mexico Mexico City
34	Arturo Garzon	Mexico	6/71-10/72	OAS I	Instructional Design and Development	M A	Organization of American States Bogota, Colombia
35	Paz Goycoolea	Chile	6/71	OAS I	Instructional Design and Development Adult Education	Ph D	Graduate Assistant Center for Educational Technology Florida State University
36	Leticia Gutierrez	Mexico	6/71-8/72	OAS I	Educational Technology	Sp	Audio Visual Department Ministry of Education Mexico City, Mexico
37	Silvia Lagana	Brazil	6/71-3/72	OAS I	Educational Technology	Sp	Organization of American States Recife, Brazil
38	Jaime Lozano	Colombia	6/71-3/72	OAS I	Educational Technology	Sp	Chief Engineer Division of Educational Television INRA Vision Bogota, Colombia
39	Manuel Ortega	Colombia	6/71-1/73	OAS I	Educational Administration	M A	Professor Universidad de Antioquia Medellin, Colombia
40	Manuel Rubio	Mexico	6/71-8/72	OAS I	Educational Technology	Sp	Audio Visual Department Ministry of Education Mexico City Mexico

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
41	Elsa Salazar	Ecuador	6-71-9-72	OAS I	Instructional Design and Development	M A	Professor Universal Nacional Quito, Ecuador
42	Maximo Salinas	Nicaragua	6-71-9-72	OAS I	Educational Technology	Sp	Organization of American States Washington D C
43	Sang Kee Ahn	Korea	9-71-3-73	FSU Graduate Student	Instructional Design and Development	Ph D	Educational Consultant Korean Association Washington D C
44	Steven Anderson	U S	9-71-8-72	FSU Graduate Student	Instructional Design and Development	Ph D	Professor Brigham Young University Provo Utah
45	John Convey	U S	9-71-8-74	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Professor Educational Research Catholic University Washington D C
46	Pamela Eaddy	U S	9-71-1-74	FSU Graduate Student	Instructional Design and Development	Ph D	Florida Department of Education Tallahassee Florida
47	Aurora Giraldo	Colombia	9-71-8-72	Antioquia FSU Exchange Student	Educational Measurement and Evaluation	M A	Director Evaluation and Research University of Antioquia Medellin Colombia
48	Jairo Gomez	Colombia	9-71-10-72	Antioquia FSU Exchange Student	Educational Administration	M A	Dean Faculty of Education University of Antioquia Medellin Colombia

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
49	Anna Lee	U S	9 71-9 72	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Student College of Education Florida State University
50	Chong Jae Lee	Korea	9 71-	FSU Graduate Student	Educational Administration	Ph D	Graduate Assistant Educational Systems and Planning Center Florida State University
51	Vincent Niemeyer	U S	9 71-6 74	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Teacher Education Project Florida State University
52	Phillippe Olivier	U S	9 71-6 74	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Graduate Assistant Educational Research and Evaluation Services Florida State University
53	Young Sun Park	Korea	9 71-12 73	FSU Graduate Student	Instructional Design and Development	Ph D	Assistant Professor Women's Teacher College Seoul Korea
54	Bernardo Restrepo	Colombia	9 71-6 72	AID Participant Trainee	Instructional Design and Development	Ph D	President Robledo Educational Institute Medellin Colombia
55	Michael Steve	U S	9 71-8 73	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Evaluation Training Center Florida State University
56	John Stone	U S	9 71-2 74	FSU Graduate Student	Instructional Design and Development	Ph D	Instituto Nacional de Pesquisas Espaciais Sao Paulo Brazil

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
57	Vathsala Stone	India	9-71-5-74	FSU Graduate Student	Instructional Design and Development	Ph D	Instituto Nacional de Pesquisas Espaciais
58	Lenire Aceveido	Brazil	9-71-8-72	LARA	Instructional Design and Development	MA	Instructional Television Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
59	Jose Luiz Braga	Brazil	9-71-8-72	LARA	Instructional Design and Development	MA	Instructional Television Instituto Nacional de Pesquisas Espaciais
60	Rene Corradine	Colombia	9-71-7-73	LARA	Educational Administration	Ph D	Professor Universidad del Valle Cali, Colombia
61	Jose Hipolito Gonzalez	Colombia	9-71-10-72	LARA	Educational Administration	Ph D	Organization of American States Recife, Brazil
62	Hermangarda Alves Ludee	Brazil	9-71-9-72	LARA	Educational Measurement and Evaluation	Sp	Ministry of Education Brazil
63	Carlos Morias Santos	Guatemala	9-71-8-72	LARA	Educational Administration	MA	Department of Human Resources Government of Guatemala Guatemala City
64	Marganda Southard	Brazil	9-71-10-72	LARA	Educational Measurement and Evaluation	Ph D	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
65	Tony Ryan	Australia	1/72-6/74	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	A University in Australia
66	Prayoon Gosinjit	Thailand	1/72-4/72	Thai	Programmed Instruction Development	Sp	Instructor Bangkok Technical Institute Bangkok, Thailand
67	Vira Layraman	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Instructor Northern Bangkok Engineering School Bangkok, Thailand
68	Boworn Muangsuwan	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Instructor Nan Agricultural School Thailand
69	Pinit Sawangkam	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Instructor Mobile Trade Training School System Bangkok, Thailand
70	Suree Suvarnasorn	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Supervisor Department of Vocational Education Ministry of Education Bangkok, Thailand
71	Thongshai Suwatmekin	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Head, Department of Agricultural Education Bangpra Agricultural College Cholburi, Thailand
72	Pinet Wichaidit	Thailand	1/72-7/72	Thai	Programmed Instruction Development	Sp	Instructor Patunwan Engineering School Bangkok, Thailand

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
73	Gonzalo Arboleda	Colombia	3-72-12-73	Antioquia FSU Exchange Student	Educational Administration	Ph D	Assistant Director Colombia National Scholarship and External Studies Institute Bogota, Colombia
74	Chintana Bhaigasuyee	Thailand	3-72-5-52	AID Participant Trainee	Programmed Instruction Development	MA	Department of Educational Technique Ministry of Education Bangkok, Thailand
75	Nataya Mekvirole	Thailand	3-72-4-72	AID Participant Student	Programmed Instruction Development	Sp	Ministry of Education Bangkok, Thailand
76	Jaao Oliveira	Brazil	3-72-3-73	AID Participant Trainee	Instructional Design and Development	Ph D	Director PRONTEL Ministry of Education Rio de Janeiro, Brazil
77	Flavio SaCalvalho	Brazil	3-72-3-73	OAS II	Educational Technology	Sp	Head, Personnel Department National City Bank of New York Rio de Janeiro, Brazil
78	Francisco Castillo	Chile	4-72-4-73	OAS II	Educational Technology	Sp	Editor Ercilla Magazine Santiago, Chile
79	Marta Hejo	Uruguay	3-72-3-73	OAS II	Educational Technology	Sp	Ministry of Education Montevideo, Uruguay
80	Frethman Herves	Ecuador	3-72-3-73	OAS II	Educational Technology	Sp	Professor Universidad Nacional Quito, Ecuador

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
81	Roberto Silva Lopez	Chile	4/72-4/73	OAS II	Educational Technology	Sp	Press Editor Television Channel 13 Catholic University of Chile Santiago, Chile
82	Jose Antonio Mayorga	El Salvador	3/72-3/73	OAS II	Educational Technology	Sp	Educational Television Department Ministry of Education El Salvador
83	Martiza Rocha Oliveira	Brazil	3/72-3/73	OAS II	Instructional Design and Development	Ph. D	Director of Evaluation, PRONTEL Ministry of Education Rio de Janeiro, Brazil
84	Alicia Rojas	Argentina	3/72-3/73	OAS II	Instructional Design and Development	M A	Organization of American States Buenos Aires, Argentina
85	Cesar Santamaria	Colombia	3/72-10/72	OAS II	Educational Technology	Sp	Department of Educational Research Ministry of Education Bogota, Colombia
86	Pedro Aida Turina	Chile	4/72-4/73	OAS II	Educational Technology	Sp	Instructor University of Santiago Chile
87	Mana F Valiente	Paraguay	3/72-3/73	OAS II	Educational Technology	Sp	Department of Educational Technology Ministry of Education Asuncion, Paraguay
88	Carlos von Breuning	Argentina	3/72-3/73	OAS II	Educational Technology	Sp	Stage Director Educational Television Station Buenos Aires, Argentina

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
89	Victor Zambrano	Venezuela	3/73-9/73	OAS II	Instructional Design and Development	Ph D	Vice Rector San Cristobal University Venezuela
90	Youn Soon Na	Korea	4/72-12/73	FSU Graduate Student	Instructional Design and Development	MA	Graduate Assistant Career Education Curriculum Laboratory Florida State University
91	Suvit Yodmani	Thailand	5/72-6/72	AID Participant Trainee	Educational Technology	Sp	Ministry of Education Bangkok, Thailand
92	David Cooney	U S	6/72-8/73	FSU Graduate Student	Foreign Language Education	Ph D	Foreign Studies Advisor Polk Community College Winter Haven, Florida
93	Barry James	U S	6/72-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Teacher Education Project Florida State University
94	Choong Ho Kim	Korea	6/72-7/72	AID Participant Trainee	Educational Technology	Sp	Educational Researcher Audio-Visual Center Ministry of Education Seoul, Korea
95	Constance Bergquist	U S	8/72-3/73	FSU Graduate Student	Educational Evaluation and Research Design	Ph D	Graduate Assistant Curriculum of Attainments Projects Florida State University
96	Kenneth Epstein	U S	8/72-9/74	FSU Graduate Student	Instructional Design and Development	Ph D	Research Psychologist Army Research Institute Washington, D C

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
97	Tara Baidya	Nepal	9/72-1/73	FSU Graduate Student	Instructional Design and Development	Ph D	Instituto Nacional de Pesquisas Espaciais Sao Paulo, Brazil
98	Inez Bianconi	U S	9/72-6/73	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Design Florida State University
99	John Furman	U S	9/72-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Assistant Professor, Instructional Des & Dev Coordinator, Programmed Development and Evaluation Academic & Career Advising Services Program Florida State University
100	Bibrana Golfín	Philippines	9/72-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Research Associate Center for Educational Technology Florida State University
101	Ethel Green	U S	9/72-6/73	FSU Graduate Student	Educational Evaluation & Research Design	Ph D	Graduate Assistant Evaluation Training Center Florida State University
102	Phillip Gnse	U S	9/72-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Research Assistant Center for Educational Technology Florida State University
103	William Hines	U S	9/72-8/74	FSU Graduate Student	Instructional Design and Development	Ph D	Professor, Educational Research Auburn University Auburn, Alabama
104	Samir Jarrar	Lebanon	9/72-6/74	FSU Graduate Student	Developmental Studies in Education	Ph D	Graduate Assistant Institute for Social Research Florida State University

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
105	Leigh Kieffer	U S	9/72-6/74	FSU Graduate Student	Motor Learning	Ph D	Graduate Assistant Center for Educational Technology Florida State University
106	Jerry Klein	U S	9/72-1/74	FSU Graduate Student	Instructional Design and Development	Ph D	U S Department of Interior Phoenix, Arizona
107	Luis Bernardo Pena	Colombia	9/72-6/73	FSU Graduate Student	Instructional Design and Development	M A	Director Population Education Project Universidad del Valle Colombia
108	Thirumalai Ramaswamy	India	9/72-6/73	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Ministry of Education Bangkok, Thailand
109	Ronald Rasco	U S	9/72-8/73	FSU Graduate Student	Educational Psychology	Ph D	Educational Evaluation Project Waycross, Georgia
110	Michael Smith	U S	9/72-9/74	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Division of Instructional Research & Service Florida State University
111	Yoo Jae Song	Korea	9/72	FSU Graduate Student	Instructional Design and Development	Ph D	Research Assistant Center for Educational Technology Florida State University
112	Peter Tam	Hong Kong	9/72-3/73	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Lecturer College of Education Chinese University of Hong Kong Hong Kong

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA, or Special (Sp) Program	Last Known Position and Location
113	Elvia Lammerts van Bueren	Panama	9/72-2/73	LARA	Programmed Instruction Development	Sp	Ministry of Education Panama
114	Terry Wildman	U S	9/72-6/74	FSU Graduate Student	Educational Psychology	Ph D	Graduate Assistant Foundational Studies Florida State University
115	Ethlyn Garlichs	U S	12/72-6/73	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Driver and Traffic Improvement Project Florida State University
116	Roy Hardy	U S	12/72-6/73	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Assistant Director Educational Testing Service Atlanta, Georgia
117	Boonlerd Masang	Thailand	12/72-9/73	FSU Graduate Student	Educational Measurement and Evaluation	Ph D	Ministry of Education Bangkok, Thailand
118	Jane Ellis	U S	1/73-6/74	FSU Graduate Student	Educational Administration	Ph D	Research Assistant Center for Educational Technology Florida State University
119	Song Ho Kim	Korea	1/73-	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
120	Mario Acha	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research & Development in Education Ministry of Education Lima, Peru

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
121	Jose Carlos Anicama	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
122	Celia Maria Carreno	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
123	Eiva Anita Casas	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
124	Glicerio Contreras	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
125	Wilfredo Huertas	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
126	Raoul Palacios	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
127	Luis Palomino	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru
128	Gorki Tapia	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima Peru

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
129	Miguel Rolando Vizarrago	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima, Peru
130	Cesar Vizcarra	Peru	2/73-4/73	Peru I	Educational Technology	Sp	National Institute of Research and Development in Education Ministry of Education Lima, Peru
131	Marvin Hurley	U S	3/73-4/73	Visiting Scholar	Educational Technology	Sp	Education Officer Agency for International Development Lima, Peru
132	Hugo Bustamante	Bolivia	3/73-7/74	OAS III	Business Administration	M A	Graduate Student College of Education Florida State University
133	Armando Dufey	Chile	3/73-7/74	OAS III	Instructional Design and Development	M A	Coordinator for Curriculum Development University of Santiago Chile
134	Sonia Ibar	Chile	3/73-7/74	OAS III	Instructional Design and Development	M A	Graduate Student College of Education Florida State University
135	Elsie Leguizamon	Colombia	3/73-7/74	OAS III	Instructional Design and Development	M A	Evaluation Division of Educational Television INRA vision Bogata, Colombia
136	Liliana Muhmann	Argentina	3/73	OAS III	Instructional Design and Development Teacher Educ	Ph D	Graduate Assistant Center for Educational Technology Florida State University

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
137	Wanda Nogueira	Brazil	3-73-7-74	OAS III	Instructional Design and Development	M A	Professor of English State University Campo Grande, Brazil
138	Clementina Rodriguez	Colombia	3-73-7-74	OAS III	Instructional Design and Development	M A	Organization of American States Bogata, Colombia
139	Carmen Sirri	El Salvador	3-73	OAS III	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
140	Nora Sotomayor	Costa Rica	3-73-7-74	OAS III	Instructional Design and Development	M A	School Teacher San Jose, Costa Rica
141	Wania Botelho	Brazil	4-73-5-73	Visiting Scholar	Educational Technology	Sp	Education Specialist Agency for International Development Brasilia, Brazil
142	Servio Gama de Almeida	Brazil	4-73	Visiting Scholar	Educational Technology	Sp	Chief of Planning and Control University of Brasilia Brazil
143	Aldo Camarota	Brazil	4-73	Visiting Scholar	Educational Technology	Sp	Ministry of Education Brasilia, Brazil
144	Paulo Guimaraes	Brazil	4-73	Visiting Scholar	Educational Technology	Sp	Dean, Faculty of Education University of Brasilia Brazil

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
145	Rizza Araujo Porto	Brazil	4/73	Visiting Scholar	Educational Technology	Sp	Chief of Coordinators Ministry of Education Brasilia, Brazil
146	Paul Drewfs	U S	6/73-9/73	FSU Graduate Student	Instructional Design and Development	Ph D	Division of Instructional Technology U S Naval Training Center San Diego, California
147	Wallace Hannum	U S	6/73-3/74	FSU Graduate Student	Instructional Design and Development	Ph D	Director, Computer Applications Laboratory Center for Educational Technology Florida State University
148	Tracy Harrington	U S	6/73-8/74	FSU Graduate Student	Developmental Studies in Education	Ph D	Coordinator for Task Force & National Panel Curriculum Delivery Systems Florida Department of Education Tallahassee, Florida
149	JoAnn McCarthy	U S	6/73-9/73	FSU Graduate Student	Foreign Language Education	Ph D	Graduate Student College of Education Florida State University
150	Eric Prabhakar	India	6/73-8/73	Visiting Scholar	Educational Technology	Sp	Division of Methods, Materials, and Techniques UNESCO Paris, France
151	Frank Rushton	U S	6/73-12/73	FSU Graduate Student	Instructional Design and Development	Ph D	Educational Television Branch Instructional Technology Division Army Aviation School Ft Rucker, Alabama
152	LTC Paul Bue	U S	6/73-7/73	Army I	Educational Technology	Sp	Director, DIT USAGS Ft Belvoir, Virginia

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
153	A Bertrand Channon	U S	6/73 7/73	Army I	Educational Technology	Sp	CONARC/TRADOC Training AIDS Agency Ft Eustis, Virginia
154	CAPT John Davis	U S	6/73 7/73	Army I	Educational Technology	Sp	U S Army Audio-Visual Agency The Pentagon Washington D C
155	Bernard Gervais	U S	6/73 7/73	Army I	Educational Technology	Sp	CONARC TNG AIDS Agency Ft Eustis, Virginia
156	MAJ John Kelly	U S	6/73 7/73	Army I	Educational Technology	Sp	Engineer U S Army Training Center Ft Leonard Wood, Missouri
157	LTC Malcolm McDonald	U S	6/73 7/73	Army I	Educational Technology	Sp	Director DIT USAGS Ft Belvoir, Virginia
158	LTC Joseph Ottinger	U S	6/73 7/73	Army I	Educational Technology	Sp	Director, Educational Technology DRI - USALESC Ft Leavenworth, Kansas
159	LTC Calvin Phillips	U S	6/73 7/73	Army I	Educational Technology	Sp	Army Wide Training Support Department U S Army Armor School Ft Knox, Kentucky
160	LT Michael Rogers	U S	6/73 7/73	Army I	Educational Technology	Sp	Directorate of Educational Technology Educational Consultation Division Ft Benning, Georgia

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
161	Lt Thomas Rogers III	U S	6/73-7 3	Army I	Educational Technology	Sp	MOPIC Director-Army Audiovisual Agency Special Detachment, CONUS Ft Bragg, North Carolina
162	Capt Orville Smidt	U S	6/73-7/73	Army I	Educational Technology	Sp	USFAS—DACTE Ft Still, Oklahoma
163	Lt Jack Squier	U S	6/73-7/73	Army I	Educational Technology	Sp	Technical Development Group USAADS Ft Bliss, Texas
164	LTC Anthony Vinhal	U S	6/73-7/73	Army I	Educational Technology	Sp	HQ U S Army Signal Center & School Ft Monmouth, New Jersey
165	Yung Kye Byun	Korea	6/73-12/73	KEDI	Programmed Instruction Development	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
166	Won Ho Cho	Korea	6/73-12/73	KEDI	Programmed Instruction Development	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
167	Jung Sun Hahn	Korea	6/73-12/73	KEDI	Programmed Instruction Development — ITV Production	Sp	ITV Producer-Director Korean Educational Development Institute Seoul, Korea
168	Soon Jeong Hong	Korea	6/73-12/73	KEDI	Programmed instruction Development	Sp	Research Associate Korean Educational Development Institute Seoul, Korea

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
169	Dai Hyun Kim	Korea	6-73-12-73	KEDI	Programmed Instruction Development — ITV Production	Sp	ITV Producer-Director Korean Educational Development Institute Seoul, Korea
170	Jin Sung Kim	Korea	6-73-12-73	KEDI	Programmed Instruction Development — ITV Production	Sp	ITV Producer-Director Korean Educational Development Institute Seoul, Korea
171	Do Soon Park	Korea	6-73-12-73	KEDI	Programmed Instruction Development	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
172	Hong Son	Korea	6-73-12-73	KEDI	Programmed Instruction Development — ITV Production	Sp	ITV Producer-Director Korean Educational Development Institute Seoul, Korea
173	Maj Vladimir Aisett	U S	7-73-8-73	Army II	Educational Technology	Sp	ADDS Officer, Audiovisual Department Ft Benning, Georgia
174	Maj R Daniel Boone	U S	7-73-8-73	Army II	Educational Technology	Sp	Industrial Technical Division Redstone Arsenal, Alabama
175	Lt Barbara Brooks	U S	7-73-8-73	Army II	Educational Technology	Sp	Education Consultation Division Division of Educational Technology USAIC—Ft Benning, Georgia
176	Capt Earl Chisa	U S	7-73-8-73	Army II	Educational Technology	Sp	Heidelberg, Germany

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
177	Capt Robert Gaylord	U S	7-73-8-73	Army II	Educational Technology	Sp	Motion Picture Director USA Sp Photo Det Ft Shafter, Hawaii
178	Lt Charles Horton	U S	7-73-8-73	Army II	Educational Technology	Sp	Photo Staff Officer, Audiovisual Section USAREUR Heidelberg Germany
179	G L Houghland	U S	7-73-8-73	Army II	Educational Technology	Sp	Audiovisual Action Officer St Huachuca, Arizona
180	LTC Kenneth Leuer	U S	7-73-8-73	Army II	Educational Technology	Sp	Chief, Faculty Development Division Ft Benning, Georgia
181	Capt Gene Lohmarer	U S	7-73-8-73	Army II	Educational Technology	Sp	Individual Training Team CATB Project Officer Ft Benning, Georgia
182	Douglas Long	U S	7-73-8-73	Army II	Educational Technology	Sp	Chief of TASO U S Army Training Center Ft Dix, New Jersey
183	Capt Raymond Mulcahy	U S	7-73-8-73	Army II	Educational Technology	Sp	TASO Ft Knox, Kentucky
184	LTC Kenneth Offen	U S	7-73-8-73	Army II	Educational Technology	Sp	Communications Electronics Officer U S Military Academy West Point, New York

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
185	Maj Robert Perry	U S	7-73-8-73	Army II	Educational Technology	Sp	TASO Ft Benjamin Harrison, Indiana
186	Capt Louis Poirier III	U S	7-73-8-73	Army II	Educational Technology	Sp	Commander U.S. Army Audiovisual Agency CONUS-Ft Bragg North Carolina
187	Maj Charles Thomas	U S	7-73-8-73	Army II	Educational Technology	Sp	Director, Audiovisual Department Ft Monmouth, New Jersey
188	Un Hyo Chang	Korea	8-73-12-74	KEDI	Instructional Design and Development	Ph D	Research Associate Korean Educational Development Institute Seoul Korea
189	Yoon Tai Kim	Korea	8-73-12-74	KEDI	Educational Administration	Ph D	Research Associate Korean Educational Development Institute Seoul Korea
190	An-Jin Yoo	Korea	8-73-12-74	KEDI	Instructional Design and Development	Ph D	Research Associate Korean Educational Development Seoul Korea
191	Peter Adams	U S	9-73-6-74	FSU Graduate Student	Social Studies Education	Ph D	Graduate Assistant Institute for Social Research Florida State University
192	James Carey	U S	9-73-	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
193	Andrew Copassaki	U S	9/73-6/74	FSU Graduate Student	Social Studies Education	Ph D	Graduate Assistant Institute for Social Research Florida State University
194	Mario Cruz	Brazil	9/73-1/74	Visiting Scholar	Educational Technology	Sp	Education Specialist Agency for International Development Brasilia, Brazil
195	Margaret Epstein	U S	9/73-1/74	FSU Graduate Student	Developmental Studies in Education	MA	Graduate Student George Washington University Washington, D C
196	Robert Fagan	U S	9/73-1/74	FSU Graduate Student	Developmental Studies in Education	Ph D	Graduate Student College of Education Florida State University
197	Nagwa Hafez	Egypt	9/73	FSU Graduate Student	Developmental Studies in Education	Ph D	Research Assistant Center for Educational Technology Florida State University
198	Janet Halstead	U S	9/73-6/74	FSU Graduate Student	Educational Evaluation & Research Design	Ph D	Graduate Assistant College of Education Florida State University
199	Steven Horwitz	U S	9/73	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
200	Soon Taek Kim	Korea	9/73-8/74	AID Participant Trainee	Instructional Design and Development	Ph D	Research Assistant Korean Educational Development Institute Seoul, Korea

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
201	Ronald Nungester	U S	9/73-6/74	FSU Graduate Student	Educational Measurement & Evaluation	MA	Graduate Assistant Evaluation Training Center Florida State University
202	Susan Reichman	U S	9/73-9/74	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Intermediate Science Instructional System Project Florida State University
203	Robert Wiltshire	U S	9/73	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
204	Craig Zachlod	U S	9/73-6/74	FSU Graduate Student	Social Studies Education	Ph D	Director, Leon County Alternative School Tallahassee, Florida
205	Wilbur Waffle	U S	11/73-6/74	FSU Graduate Student	Instructional Design and Development	Ph D	Education Officer, Asia Bureau Agency for International Development Washington, D.C.
206	Rima Hatoum	Lebanon	12/73-	FSU Graduate Student	Developmental Studies in Education	MA	Graduate Assistant Center for Educational Technology Florida State University
207	Elizabeth Vieira	U S	12/73-3/74	Visiting Scholar	Instructional Design and Development	Sp	Faculty of Education University of Brasilia Brazil
208	Jose Vinelli	Uruguay	12/73	FSU Graduate Student	Science and Human Affairs	Ph D	Graduate Assistant Center for Educational Technology Florida State University

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
209	Dennis Aronson	U S	1/74-8/74	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Division of Instructional Research and Services Florida State University
210	Robert Guptill	U S	1/74-8/74	FSU Graduate Student	Instructional Design and Development	Ph D	Chief Librarian Andover High School Andover, Massachusetts
211	Hector Monroy	Colombia	1/74-5/74	LARA	Educational Technology	Sp	Electrical Engineering Faculty Universidad del Cauca Colombia
212	Nitya Passomsin	Thailand	1/74-6/74	FSU Graduate Student	Educational Planning	Ph D	Graduate Assistant Educational Systems & Planning Center Florida State University
213	John Tiffin	England	1/74-	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
214	Richard White	Australia	1/74-6/74	Visiting Scholar	Instructional Design and Development	Sp	Professor, Faculty of Education Monash University Sydney, Australia
215	Catherine Bashshur	Lebanon	3/74-6/74	FSU Graduate Student	Social Studies Education	M A	American University of Beirut Lebanon
216	Unna Huh	Korea	3/74-	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
217	Jose Rene Avila	Colombia	3/74-	OAS IV	Educational Management	M A	Advisor at Planning Office Colombian Institute of Pedagogy Bogota, Colombia
218	Jose Bargraser	Venezuela	3/74-	OAS IV	Educational Management	M A	Commander, Military Aviation School Venezuelan Air Force Caracas, Venezuela
219	Roberto Barja	Bolivia	3/74-	OAS IV	Instructional Design and Development	M A	Professor of Philosophy, Psychology, Spanish Ministry of Education La Paz, Bolivia
220	Walter Morocho-Ortiz	Ecuador	3/74-	OAS IV	Developmental Studies in Education	M A	School Teacher Ministry of Education Quito Ecuador
221	Vitoria Nascimento	Brazil	3/74-	OAS IV	Educational Evaluation & Research Design	M A	Advisor, Division of Evaluation Ministry of Education Brasilia, Brazil
222	Francisco Nunez	Chile	3/74-	OAS IV	Instructional Design and Development	M A	Professor of Methodology Catholic University Valparaiso, Chile
223	Maria Theresa Padilla	Mexico	3-74-	OAS IV	Instructional Design and Development	M A	English Teacher Ministry of Education Mexico City, Mexico
224	Eduardo Umana	El Salvador	3-74-	OAS IV	Instructional Design and Development	M A	Specialized Teacher Educational Television Nueva San Salvador, El Salvador

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
225	Manuel Valverde	Ecuador	3/74-	OAS IV	Educational Evaluation & Research Design	M.A.	Coordinator of Evaluation Office Ministry of Education Quito, Ecuador
226	Joseph Aggrey-Mensah	Ghana	6/74-9/74	Federal Comm Commission Trainee	Educational Technology	Sp	Principal of Telecommunications Engineering School Accra, Ghana, West Africa
227	Sah Myung Hong	Korea	6/74-9/74	AID Participant Trainee	Educational Technology	Sp	Special Assistant to Director Korean Educational Development Institute Seoul, Korea
228	Maurice Mitchell	U.S.	6/74-9/74	FSU Graduate Student	Instructional Design and Development	Ph.D	Professor Florida A & M University Tallahassee, Florida
229	Hyung Won Yoon	Korea	6/74-	AID Participant Trainee	Educational Administration	Ph.D	Research Professor Korean Educational Development Institute Seoul, Korea
230	Jong Jin Choi	Korea	6/74-12/74	KEDI	Educational Administration	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
231	Hark Bong Koo	Korea	6/74-12/74	KEDI	Teacher Education	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
232	Byong Sun Kwak	Korea	6/74-12/74	KEDI	Educational Technology	Sp	Research Associate Korean Educational Development Institute Seoul, Korea

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
233	Jae Moon Park	Korea	6/74 12/74	KEDI	Instructional Design and Development	Sp	Research Associate Korean Educational Development Institute Seoul, Korea
234	Lt Robert Bauer	U S	7/74	Army III	Educational Technology	Sp	Project Officer, DEV Branch Tec Div, AWTSD, USAARMS Ft Knox, Kentucky
235	Maj Marrietta Budack	U S	7/74	Army III	Educational Technology	Sp	Director, Nursing In-service, Education & Training Madigan Army Medical Center Tacoma, Washington
236	Maj William Cox	U S	7/74	Army III	Educational Technology	Sp	Associate Director, IT & CH of ITC Instructional Support Div USMA, West Point, New York
237	Capt Wayne Dahnke	U S	7/74	Army III	Educational Technology	Sp	Project Officer, DEV Branch Tec Div AWTSD, USAARMS Ft Knox Kentucky
238	LTC Earl Darden	U S	7/74	Army III	Educational Technology	Sp	Associate Professor, Military Science Loyola University Chicago, Illinois
239	Lt Betty James	U S	7/74	Army III	Educational Technology	Sp	Assistant Admin Oprs Officer ED CON Div Directorate of Education Technology, Ft Benning, Georgia
240	Capt Richard Jarrett	U S	7/74	Army III	Educational Technology	Sp	Evaluation Officer Academy of Health Sciences Ft Sam Houston, Texas

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
241	Lt Nancy Kaidan	U S	7/74	Army III	Educational Technology	Sp	Project Officer — TEC II ED CON DIV, USAIS Ft Benning, Georgia
242	Capt Robert Kelly	U S	7/74	Army III	Educational Technology	Sp	Chief, Development Branch U S Army Armor School Ft Knox, Kentucky
243	Capt Lawrence Madkins, Jr	U S	7/74	Army III	Educational Technology	Sp	Systems Engineering Coordinator Academy of Health Sciences Ft Sam Houston, Texas
244	Capt Louis Martin	U S	7/74	Army III	Educational Technology	Sp	Director, TV Department Ft Lee, Virginia
245	Lt Ted Murray	U S	7/74	Army III	Educational Technology	Sp	Audiovisual Systems Officer U S Army Audiovisual Agency Washington, D C
246	Capt Thomas Parker	U S	7/74	Army III	Educational Technology	Sp	Chief Administration Branch TV Division Ft Sam Houston, Texas
247	Lt Robert Ringer	U S	7/74	Army III	Educational Technology	Sp	Asst S-3 — HQ 1st Signal Group Ft Lewis, Washington
248	Capt Gary Yoshizumi	U S	7/74	Army III	Educational Technology	Sp	C-E Staff Officer Concepts & Doctrine Branch Combat Development Division Ft Huachuca Arizona

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
249	Yolanda Batista	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	School Teacher National Institute of Commerce Panama
250	Samuel Darkins	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	School Supervisor Ministry of Education Panama
251	Eduardo Davidson	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Secondary School Science Supervisor Ministry of Education Panama
252	Teofilo de Gracia	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Industrial Arts Teacher Panama
253	Elisa de Hernandez	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Business Teacher Isabel Herrera School Panama
254	Miguel de Hoyos	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Industrial Arts Teacher Panama
255	Narciso Medina	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	School Supervisor Ministry of Education Panama
256	Marina de Myles	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Teacher Richard Noumann School Panama

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
257	Waldo Cruz Ruiz	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Elementary School Supervisor Ministry of Education Panama
258	Viodelda de Teano	Panama	7/74-8/74	Panama I	Programmed Instruction Development	Sp	Teacher Jose Guardia Vega College Panama
259	Lt Robert Barr	U S	8/74	Army IV	Educational Technology	Sp	Audio-Visual Staff Specialist HQ 6th SIG CMD APO San Francisco 96558
260	LTC Richard Baun	U S	8/74	Army IV	Educational Technology	Sp	Director, MDW AV Opns Directorate U S Army Audio-Visual Agency Washington, D C
261	Lt Charlotte Beaudry	U S	8/74	Army IV	Educational Technology	Sp	Project Officer, Ed Con Div/Det U S Army Infantry School Ft Benning, Georgia
262	Lt John Buono	U S	8/74	Army IV	Educational Technology	Sp	Audio-Visual Consultant 1st Signal Group, AVIT Section Ft Lewis, Washington
263	Maj Robert Browning	U S	8/74	Army IV	Educational Technology	Sp	Training Aids Vice Officer U S Army Ordnance Center & School Instructional Technology Division Aberdeen Proving Ground, Maryland
264	Capt Lawrence Fain	U S	8/74	Army IV	Educational Technology	Sp	Instructional Technologist Faculty Development Branch Div of Instruction, Armor School Ft Knox, Kentucky

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
265	MaJ John Grank	U S	8/74	Army IV	Educational Technology	Sp	Information Officer HQ USASA Arlington Hall Station Arlington, Virginia
266	LTC Richard Gunsell	U S	8/74	Army IV	Educational Technology	Sp	Project Officer CATB Ft Benning Georgia
267	Capt William Jasper	U S	8/74	Army IV	Educational Technology	Sp	Systems Engineering Specialist Academy of Health Sciences Ft Sam Houston, Texas
268	Lt Maxie McFarland	U S	8/74	Army IV	Educational Technology	Sp	Project Officer USAIS Ed Con Div DET Ft Benning Georgia
269	Capt Owen Pharr	U S	8/74	Army IV	Educational Technology	Sp	Cdr USACC Agency Director C-E Directorate Ft Huachuca Arizona
270	Lt Stacy Steward	U S	8/74	Army IV	Educational Technology	Sp	Chief AV Section Army Log Mgt Center Ft Lee, Virginia
271	Capt George Weaver	U S	8/74	Army IV	Educational Technology	Sp	Communications Electronics Officer HQ Third Region USACIDC Ft Gillem Forest Park Georgia
272	Lt Nancy Zizunas	U S	8/74	Army IV	Educational Technology	Sp	Instructor Leadership Department U S Army Infantry School Ft Benning Georgia

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
273	Magda Ahmad	Egypt	9-74-	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
274	Adekunle Akinyemi	Nigeria	9-74-	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
275	Douglas Farrow	U S	9-74-	FSU Graduate Student	Instructional Design and Development	Ph D	Graduate Assistant Center for Educational Technology Florida State University
276	Jong Ha Han	Korea	9-74-	AID Participant Trainee	Instructional Design-Science Education	Ph D	Research Associate Korean Educational Development Institute Seoul, Korea
277	Hyo Ja Lee	Korea	9-74-	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
278	Han Ik Lim	Korea	9-74-10-74	KEDI	Instructional TV Radio	Sp	Chief Technical Support Bureau Korean Educational Development Institute Seoul, Korea
279	Charles Morehead	U S	9-74-	FSU Graduate Student	Developmental Studies in Education	Ph D	Graduate Assistant Center for Educational Technology Florida State University
280	Jin Suk Oh	Korea	9-74-12-74	KEDI	Instructional Design-Math Education	Sp	Research Associate Korean Educational Development Institute Seoul, Korea

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	Name	Nationality	Dates of Training	Training Group	Area of Training	PhD, MA or Special (Sp) Program	Last Known Position and Location
281	Jose Oliveira	Brazil	9 74	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
282	Michael Pretuia	U S	9 74	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
283	Marie de Savigny	U S	9 74	FSU Graduate Student	Instructional Design and Development	M A	Graduate Assistant Center for Educational Technology Florida State University
284	Chung Wha Suh	Korea	9 74	AID Participant Trainee	Educational Administration	Ph D	Research Associate Korean Educational Development Institute Seoul Korea
285	Sung Won Yang	Korea	9 74 10 74	KEIDI	Instructional TV Radio	Sp	Chief Engineer Technical Support Bureau Korean Educational Development Institute Seoul Korea