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Report Identifying a Number of Innovative
Domestic Educational Technology Development
Projects Which Appear in General To Be:

- Relevant and Adaptable to the Educational
Problems and Conditions of LDC's, and
- Suitable for Demonstration to AID Field
Personnel and to Appropriate LDC Personnel

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SECTION I: CRITERIA
FOR PROJECT SELECTION

The criteria which follow have been divided into two groups:
A) those which relate to the relevance and adaptability of innovative U.S. educational technology programs for LDC application; B) criteria concerning the suitability of such programs, in general terms, for site visiting by AID and LDC personnel.

A. Criteria Concerning Program Relevance and Adaptability for LDC Use

1. Programs selected may cover a range of educational efforts, but the main emphasis will be on out-of-school types of learning such as early childhood and adult education; basic education, vocational training, literacy, bilingual education; migrant education; teacher, aide and near-peer training; special education. Rural programs are emphasized.
2. The projects chosen may employ simple or complex technology, but in either case projects will be characterized by a systems approach to the use of educational technology. This approach may, for instance, include:
 - need assessment
 - building community and other institutional support
 - attention to teacher acceptance, participation and training for the innovation
 - continuing evaluation with feedback and correction
 - dissemination activities
3. Where possible, projects will be selected in which evaluation has been planned and built in from the beginning; where evaluation is explicit both in terms of the specific effectiveness of the educational innovation for learning, and in terms of the broader implications of the innovation for individuals, communities and institutions.
4. Projects will be chosen which have potential for meeting common and high priority LDC educational problems, needs and ambitions.
Factors to be considered:
 - the overall utility of the programs for LDC's - i.e., education for what? How does such a program fit in with broad LDC priorities, such as agricultural expansion?
 - specific subject matter utility, e.g. of literacy, vocational education, adult basic education.
 - remedying the lack of trained teachers, field workers, or aides
 - programs which meet LDC needs for the development of particular technologies

- programs which culminate in productive individuals with appropriate credentials
 - programs which maximize the scope and effectiveness of the educational output, such as those which influence the family, the community and the work setting of the target learner.
5. Projects are to be selected which are likely to be cost-effective in terms of the varying LDC capacities and resources. These may run from high technology projects whose extensive reach may reduce costs (c.g. radio and TV education) to largely labor-intensive ones where one role of technology is to support many aides and field workers.
 6. Projects will be selected which show potential for being operable in LDC environments in terms of the materials (and their adaptation), the motivation for learning which is built in, and the logistic systems required (dependence on a regular mail system, available electrification, etc.).
 7. Programs will be potentially operable in terms of the personnel required. Those dependent on a charismatic leader, or on highly specialized resource personnel not likely to be available in LDC's will not be chosen.
 8. Programs will be reviewed in terms of the institution building they may require. Those which demand extensive and expensive infrastructure and equipment likely to be beyond the present capacities and the resources of most LDC's will be ruled out.
 9. Programs must have realistic potential for suiting the social and familial expectations in LDC's for what education is, what acceptable training is.
 10. They must suit LDC attitudes towards work and/or towards continuing education.

B. Suitability of Projects for Demonstration and Visits

1. Does the project involve real learners? (Pilot projects may be included)
2. Is the site in general willing to receive visitors? Those which are totally unwilling or unprepared to do so will not be listed as final selections.
3. Is the educational technology innovation "viewable"? That is, can the learning process be appreciated to a considerable extent by watching, although staff explanation may be added?

4. Can the project be appreciated in a brief (one to two-day) visit, at least in conjunction with associated film or other presentation?
5. Will the project appear meaningful to LDC personnel who may not be educational technology specialists, but who are intelligent, perceptive, and interested in educational innovation?
6. Is it possible to capture and convey the essence of this project in words and/or film for dissemination purposes?

SECTION II: LIST
AND DESCRIPTION
OF PROJECTS

Preface

The following list of projects meet the criteria listed in Section I, but in general terms. All programs, however, do represent innovative educational efforts utilizing technology. Such well known programs as "Sesame Street" and "The Electric Company" have not been included. Although fuller information is currently being sought on a number of the programs listed, brief descriptions of essential components are appended for all.

The large number of in-school projects reflects the emphasis in American educational research and development today. The location of out-of-school and informal programs was more difficult. However, it should be noted that many of the in-school programs can be adapted to other situations and should not be ignored by those interested primarily in out-of-school programs.

IN-SCHOOL

Individualized Instruction in Vocational Skills
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

IN-SCHOOL
Vocational Education
Rural
Contact: Rowan Stutz
Principal Investigator

Summary: Audiences: high school students in small, rural schools. Technology used: a variety of instructional media, including printed, audio and visual -- filmstrips, audiotape cartridges; sound film cartridges. Program: self-instructional systems in specialized subject areas, such as basic electricity, welding, plastics. Program is based on programmed learning with modifications: involvement of a person as instructional manager; use of instructional media; use of variable-step sizes in the learning sequence; utilization of cooperative peer effort. Evaluation: Testing at 8 rural high schools indicates that students made substantial gains in knowledge through the use of the system. Student and teacher attitudes positive.

Office Technician Program
Center for Independent Learning
Robert Morris College
Coraopolis, Pennsylvania

IN-SCHOOL
Vocational Ed
Higher & Technical Education
Formal
Urban or Rural

Summary: Office Technician Program offers business education and secretarial courses. Tuition is based on the time in which the program is completed. Carrels with textbooks, module booklets, cassette tapes, slide/tape programs, filmstrips, videotapes and machines are provided for the students. The purpose of the program is to save time and money and to individualize. As of November 1971, the program was going as planned.

Allied Health Technology Program
Broward Community College
Fort Lauderdale, Florida

IN-SCHOOL
Vocational (Career) Ed
Higher Ed
Formal
Rural or Urban

Summary: This program offers a 2-year program in nursing, medical assisting, X-ray and respiratory therapy. Classroom instruction is reinforced with outside work with CCTV, 8mm film loops, record/filmstrips and cassette tapes at Learning Resources Center. Videotapes of hard-to-get lectures are brought into the hospital where they work.

Department of Nutrition & Food Science
Syracuse University
New York

IN-SCHOOL

Vocational (Career) Ed
Higher Education
Formal
Rural or Urban

Summary: The Department includes: a self-instruction Lab, so students can pace themselves as they need to; multi-mediated "happenings" during lecture courses; CAI; compressed speech tapes; and videotapes. Its purpose is to teach nutrition to future physicians, nurses, dieticians and allied health personnel. It is well-planned, designed and evaluated, including affective responses of students. In one course, an entire semester's work was on 23 modules on audiotape, with 8mm film loops, slides and CAI, plus worksheets to supplement.

Project Success (Tri-Island
Cooperative Educational Project)
Inter-Island Cooperative Educational
Media Project
Orcas, Lopez, San Juan School Districts
Washington

IN-SCHOOL

Vocational and Technical Ed.
Secondary
Formal
Rural
Contact: Mr. John W. Armenia
Planning Director

Summary: Audiences: Isolated rural secondary school students, teachers and community at large. Technology used: videotape for classroom and project dissemination to community; small A-V technologies for group and individual learning experiences in class; also used for teacher training in techniques and for "hands-on" experience in how to use media creatively. Program: based on need assessment - students and teachers wanted to reduce student learning needs and to make school more relevant to vocational knowledge and skills, inquiry and problem solving skills. Felt need to bring community into school, to bring school out of isolation. Cooperative educational venture, with three islands cooperating with Pullman PE consultant and with Learning Resources Center, which distributes materials, software, hardware among the three schools. Island residents brought into school to teach re: their trades; students are given vocational counseling for 6 yrs., program provides for on-the-job training in auto mechanics, food service, health services; plans for learning units in basic technology; teachers are given pre and in-service training; continual evaluation and adjustments; continuous dissemination of project progress to community through newsletters, videotape programs aired for all interested parties in community. Evaluation: student and teacher reactions favorable; community reaction favorable. Funding: ESEA Title III.

Poway High School
Poway, California

IN-SCHOOL

Vocational & Technical Ed
Secondary Level
Formal
Urban or Rural

Summary: Poway H.S. used videotapes to bring students who would not be continuing their education closer to the business community - showing job opportunities, interviews, specific facets of jobs, job applications, cash registers, sales slips, etc.

Media Technician Training Program
Audiovisual Communications Technology
Western Montgomery County Area Voc-
Tech School
Limerick, Pennsylvania

IN-SCHOOL

Vocational & Technical Ed
Secondary Level
Formal
Urban

Summary: This project, funded by the Pennsylvania Department of Public Instruction and Montgomery County Vocational-Technical Schools, takes 3 years to train students in still photography, motion picture production, CCTV production, graphic arts, microfilm systems, duplication and audiovisual materials and services. Upon completion they are qualified to enter industry as advanced apprentices.

Project Spoke
Attleboro, Mass.

IN-SCHOOL

Teacher Training
Higher Ed.
Formal
Rural

Contact: Mr. Stefani
Director

Summary: A regional cooperative instructional resource, media production, and in-service training center. Accommodates approximately 1,300 teachers and 22,000 students. Resources based on common needs but previously economically unfeasible. To provide teachers with access to knowledge about sophisticated instructional materials and procedures. To improve instructional techniques through the encouragement of a systems approach to curriculum design through continuing in-service programs for educational personnel. Instructional materials are available. 16mm films; 8mm film-loops; audio-tapes; Match Units; SPOKE-PAKS; and professional books are distributed to each school on a weekly basis by the SPOKEmobile. A resource library includes microfilm and microfiche retrievable through a reader-printer; transparencies; games; educational journals and other learning material and equipment. A graphic arts center, photo studio and sound facility are also available. Self-instructional areas have been organized to enable teachers to train themselves in the production of transparencies, 35mm slides, color-lifts, dry mounted and laminated visuals, etc. A media coordinator and graphic artist are available to assist. Visitations by appointment. Funding: ESEA Title III.

Dental Auxiliary Personnel Training Program
Indiana University

IN-SCHOOL

Paraprofessional Training
Higher Ed
Formal
Rural-Urban

Summary: CCTV is extended to regional branches and provides slides, models, motion pictures, overhead projectors, puppets, large models, flip charts, filmstrips, slides, and opaque materials. The students are given formal training in the use of these media which are then used in giving dental health education to elementary schools.

U.S. Military Academy Instructional
Technology Training Programs for
New and Present Faculty
Westpoint

IN-SCHOOL
Teacher Training
Higher Ed
Formal
Rural and Urban

Summary: The Instructional Technology Center provides TV production studio, 6 instructional channels and a 7-commercial channel CC distributor system reaching over 450 people all over the campus. Self-critique of instruction and basic physical skills are included in the program. Equipment provides for film production capability and multi-image production capability. Teaching machines and software designed for everything are also included. There are two CAI labs and a sound studio. Included in the program is a course for faculty members on Instructional Technology Theory and Production in addition to 7 computer courses.

Teleteaching Program
Oakland Schools
Oakland, California

IN-SCHOOL
Special Education
Elementary
Informal
Urban or Rural

Summary: This project uses educational technology for home and hospital instruction with possibilities for inservice in industry, adult instruction at home, teacher training, etc. With equipment provided by Bell Telephone, the program utilizes conference phone with headset attachments for students at home. Two groups can have discussion; the teacher can also confer with a few individuals while taped or recorded lesson is played to another group.

Hawthorne Cedar Knolls School
Mount Pleasant
New York

IN-SCHOOL
Special Education
Elementary & Secondary Level
Formal
Rural or Urban

Summary: This project uses CCTV for emotionally disturbed children (8-18) for student productions, teaching and evaluation purposes, review and class work.

Project Absorbtion
Horace Mann Elementary School
Washington, D.C.

IN-SCHOOL
Special Education
Elementary
Formal
Urban

Summary: This is an in-school project for severely mentally retarded children. Its purpose is to expose children to real life experiences through audiovisual aids; to help them talk, behave socially and participate with a feeling of experience.

Project LIFE
(Language Improvement to Facilitate Education)
National Education Association
Washington, D.C.

IN-SCHOOL: CHILD
Special Education
Pre-school & Elementary
Formal
Urban or rural

Summary: LIFE is programmed instruction for deaf children (and perhaps other handicapped children). It started out for preschool and primary level children. It uses film strips and teaching machine with response mechanism to teach percepto-cognitive skills prior to actual language instruction. Materials for reinforcement in the classroom have also been prepared. In 1969-70 it was tested in nine schools across the country. Administered by Glenn S. Pfau from NEA.

Franco-American Bilingual Research
& Innovation Center
Frenchville, Maine

IN-SCHOOL
Bilingual Education
Elementary Level
Formal
Rural

Summary: With the help of Title III funds, French was made available at all levels of the Frenchville Schools (formerly available only in secondary grades) through magazines, films, television and records. Children in the early elementary grades wrote their own French stories and made French films about their experiences. Social studies units for the kindergarten through third grade focused on local experiences, both French and English, and the project staff translated social science materials into French. Community involvement was enlisted and maintained (bilingual newsletter, home visits, etc.). A course was offered to parents of preschoolers to help them help their children and a credit course open to students, parents & teachers to encourage dialogue about their concerns. Staff development undertaken through summer institutes and bi-weekly labs and workshops during released time resulted in instructional change and materials development. (Literacy, attitudinal and psychological growth materials have been developed.) Standardized testing of students showed significant improvement in language usage and reading levels. Frenchville is located in a predominantly French-speaking part of Maine.

Integrated Bilingual Program
Huntington Community Schools
Indiana

IN-SCHOOL
Migrant Education & Bilingual Ed.
Elementary and Secondary
Formal
Rural

Summary: Audience: migrant children. Program: An individualized oral language assessment and instruction in both Spanish and English for American migrant children. Project utilizes both programmed materials and automated equipment. To teach English language to Spanish speaking migrant children; to teach dialect-speaking child to speak good Spanish; to teach English speaking child to speak Spanish. Evaluation: not yet available. Funding: Title III, ESEA.

Contact: Mr. Roger Howe

Project Move Ahead
Mesella Valley
Dona Ana County
New Mexico

IN-SCHOOL

Migrant Education
Elementary & Adult Ed.
Formal & Informal
Rural

Summary: This project is a public school program, funded through migrant amendment of ESEA '65, to improve communication skills and enhance the self-image of migrants and children in agrarian communities. Its "umbrella" approach incorporates Title I, summer Head Start, a Community Migrant Ministry, and the Home Education Livelihood Program. Noteworthy aspects of this program are bi-lingual lessons via educational radio, bilingual classroom aides (h.s. grads), inservice program, community service org. involvement, a bilingual newsletter, activities with parents, particularly by New Mexico State University Department of Journalism and Mass Communications. During the school year, the project continues as the Language Development/Radio Project: Language patterns are presented in conversational form to develop English fluency. Spanish is also used in the curriculum. Parents help produce other educational mats. Ancillary personnel-aides to teachers are bi-lingual, benefit themselves from self-confidence, etc. from experience. They can earn college credit during released time. %-min. broadcasts alternate English and Spanish scripts on pre-school children and their needs. The point of the project is biculturalism. -Alma A. Barba, Coordinator, Languag Dev. Radio Project, Las Cruces, New Mexico. Project started in 1966.

Elementary Industrial Arts
Bertie Elementary School
Bertie, North Carolina

IN-SCHOOL

Rural Education
Formal
Elementary Level

Summary: The behavioral objectives of this program are to provide opportunities for developing concepts as a result of concrete experiences which include manipulation of materials, tools and processes and other methods of discovery. It includes knowledge about technology and its processes, personal development of psychomotor skills and attitudes and understanding of how technology influences society. Industrial arts have become a vehicle through which the abstract becomes a reality, providing meaningful experience for all children of all levels of ability. (Mentally retarded children are incorporated into the industrial arts program) When correlated with the basic curriculum, industrial arts offer solutions to an existing problem of helping children understand modern society. AV aids and "hands on" experiences (with machinery, etc.) are employed. Evaluation has been done, and show excellent ratings for the program and its objectives, by a team of Title III evaluators. Statistical and observational data on the improvement of these students in the upper grades have also been noted. The program was originally funded (1969-1971) by Title III-ESEA. It has been continued locally and plans are being made for its extension into the upper grades.

Educational Improvement with
Closed Circuit T.V.
Stillwater Public Schools
Stillwater, Oklahoma 74074

IN-SCHOOL
Rural Education - Voc. & Tech. Ed.
Elementary and Secondary
Formal
Contact: Mr. Wesley Beck

Summary: Audiences: all students and faculty. Technology used: central TV studio for production of videotapes for school system; CCTV system with mini-studios in each building for production and distribution. Program: Began Sept. 1969; is broad and complex; consists of teacher aids in all schools; vocational training for secondary students in the operation and maintenance of media equipment; TV class for students which gives instruction in script writing, production, distribution; continuous in-service training program in media development and utilization for teachers; is an integral part of the school curriculum; based on need assessment - teachers wanted more creative use of media to individualize instruction; student-centered; staff selection to implement; faculty and students produce material; local and state support. Funding: Title III, Educational Professional Development Act, Vocational and Technical Education Grants. Project is a winner of 1971 National AECT/Encyclopedia Bri. Ed'l. Corp. Award, given to the most innovative and successful media program in the country annually. There are plans to broadcast tapes into homes via cable television.

Individualized Learning Through
Media
Wisconsin Dept. of Public Instruction
LaCrosse County Court House
LaCrosse, Wisconsin 54601

IN-SCHOOL
Rural Education
Elementary
Formal
Contact: Mr. Poland Solberg,
Project Director

Summary: Audiences: 4th, 5th and 6th graders of cooperative schools and a team of teachers from these grades in each of the schools. Technology used: 16 and 8mm. films, overhead and slide projectors, tape recorders, filmstrips, opaque projectors, tape recorders, record players used by teachers and students. Mobile van used to transport software and hardware to cooperating schools. Program: to enable rural area teachers to more nearly meet the intellectual needs of students; to develop teacher competency in use of instructional media; to make instructional media available to isolated rural schools with limited funds. 25 rural schools participate; teachers within each school form a core team that is trained and which then disseminates information to fellow teachers; each team is assigned a paraprofessional aid and clerical aid; instructional materials center established within each school; instructional materials gotten through cooperation with area university; central A-V center provides services; workshop and inservice training for teachers in use and evaluation of media. Evaluation: media being used effectively by students and teachers; students showed significant gains in comprehensive testing; teachers showed gains in media use abilities. Funding: Title III, ESEA.

Will C. Wood Jr. High School
Sacramento, California

IN-SCHOOL
Urban Disadvantaged
Secondary
Formal

Summary: TV and dial-a-lesson are used as teaching media in this urban junior high school with disadvantaged black children who are underachievers in mathematics and reading. Students are taught how to produce their own TV shows; plan, direct and shoot them also. Individual instruction in math and reading is offered through dial-accessed videotape, audiotape, slides, filmstrips, 16mm film, a live TV program or a program off the air. After diagnostic tests, pupils have individual programs developed for them. As of 1969 there had been no formal evaluation of scholastic success.

Karnes Elementary School
Kansas City, Missouri

IN-SCHOOL
Urban Disadvantaged
Pre-school and Elementary
Formal

Summary: Karnes Elementary School has been going for two years in Kansas City as a part of the projects under the Division of Urban Education, directed by Robert Wheeler. The purpose of the project is to reduce drop-out rates, improve reading and overcome "environmental handicaps" of inner-city youths. Karnes has an Instructional Service Center of its own, with specialists to help teachers with special problems and to produce audiovisual aids of all types (transparencies to super 8 films), slides with tapes and photos produced by children. Reading readiness is offered to all 3½ year olds. The center also offers inservice training, paraprofessionals and resource personnel. Sources of funds are Title I, Model Cities, and local funds.

Integrative Learning Systems, Inc.
Glendale, California

IN-SCHOOL
Urban Disadvantaged
Elementary, Secondary
Formal

Summary: ILS has developed a remedial reading method, called "Formula Phonics" which has been used in two inner city reading programs. The heart of the program is 12 30-minute videotapes which instruct the student and at the same time teach the entire staff how to teach reading using this method. It has been used at Carver Junior High School in a Los Angeles ghetto and at the Villacorta School in Rowland Heights, California.

Project READ G Program
District Four of the School
District of Philadelphia
32nd Street and Ridge Avenue
Philadelphia, Pa. 19132

IN-SCHOOL
Urban Disadvantaged
Elementary
Formal
Contact: Dr. Ruth W. Hayre,
District Superintendent
Mrs. Katherine C. Jackson,
Reading Project Manager

Summary: Audiences: grades 1-3, underachievers in grades 4-7, parents.
Technology used: small A-V used to aid in training teachers and to give them "hands-on" experience in using media imaginatively and in material development; tape recorders, cassette recorders and playback used in class with small groups or individual hook-up -- all technology used in conjunction with special BRL-developed individualized learning materials; pamphlets, films, slide shows developed to disseminate project information to parents and community at large. Program: emphasis on teaching reading and language skills to disadvantaged urban children and to teach parents how to encourage and teach reading in the home. Incorporates teacher training, individualized instruction, use of parents and aides in classroom, curriculum and materials development, community involvement. Evaluation: findings available through BRL or IDEA. Funding: private corporation contracted to school district on performance basis. Demonstration: open.

Banneker Contracted Curriculum
Center
1912 West 23rd Avenue
Gary, Indiana

IN-SCHOOL
Urban Disadvantaged
Elementary
Formal
Contact: Mr. Sherman Newell,
Learning Director
Mr. Brian Fitch, Center Manager

Summary: Audiences: grades 1-6, parents. Technology used: small A-V used to aid in training teachers and aides and to give them "hands-on" experience in use of media and in material development; tape recorders and cassette units used in class either in groups or with individual hook-ups; all technology used in class is worked in conjunction with BRL-designed materials; pamphlets, slides, films developed for project dissemination to parents and community. Program: Banneker is the only school system that has contracted to BRL in its entirety -- BRL is responsible for teaching reading, language skills, math, social studies and science on performance contract basis. Individualized instruction, non-graded classes, flexible schedules. Includes teacher training, parent involvement and paraprofessional aides in classroom. All aspects of program are done by BRL. Evaluation: findings available through BRL or OURE. Funding: private corporation contracted to school. Demonstration: open.

Educational Opportunities Center
(Centro de Oportunidades Educativas)
Guaynabo, Puerto Rico

IN-SCHOOL

Urban Disadvantaged
Higher Ed & Technical Training
Formal-non-traditional

Summary: Project concerns itself with young Puerto Ricans who have dropped out of school before completing high school. Its comprehensive program attempts to deal with discouragement and cultural deprivation which caused the dropping out by offering personal attention and stimulating experiences. Many of the students, most of whom are of Puerto Rican parentage, have the cross-cultural problem of having once attended school in the US and having returned to the Spanish culture of Puerto Rico without skills in their native language. Instruction ranges from large groups to tutorial and independent study. The on-campus Institute of Technological Resources for Learning contains a language laboratory which is also used for other areas of the curriculum. From a studio adjacent to the Lab, programs can be transmitted by Retrieval System throughout the Center for mass education and to nearby towns. Center also develops and produces its own materials and conducts on-job teacher training, especially in connection with the electronic equipment. The project started in 1966 with funds from Title I and Commonwealth Government Funds; additional Title III funds were obtained in 1970. The Center offers high school equivalency; college preparation and vocational and technical preparation.

Russell Conwell Middle Magnet School
Kensington
Philadelphia, Pennsylvania

IN-SCHOOL

Urban Disadvantaged
Elem & Secondary Education
Formal

Summary: The innovative inner-city project for grades 5-8 offers team teaching, non-graded classes and the use of multiple instructional technologies. Continuous evaluation of students are recorded on a computer. The non-traditional school offers a course in TV production and conjunction with the student-produced CCTV. In-service teacher training in Media is offered at the school by Temple University.

Oklahoma Heritage TV Series and
Materials Development Project
Oklahoma City Public Schools
9th and Klein
Oklahoma City, Oklahoma 73106

IN-SCHOOL

Urban Disadvantaged
Secondary
Formal
Contact: Mr. Steve Ellis

Summary: Audience: 80,143 pupils, grades 7-12, multi-ethnic. Program: to acquaint students with the role of Black people in the history of Oklahoma, to assist Black children attain better self-image through knowledge of contributions of their forefathers, to improve understanding between the races. Funding: ESEA Title III grant. Evaluation: response from surrounding school districts favorable; requests for curriculum guide and materials. More information is being pursued.

The Independent Learning Center
Ray School
Chicago, Illinois

IN-SCHOOL
Urban Education
Secondary
Formal
Contact: Mr. Erwin P.
Director

Summary: Audiences: students within a diverse student population who learning or adjustment difficulties in regular classroom. Technology: A-V equipment, tactile math equipment, film tapes, for student use in classroom. Program: Based around student need and interest; students use the center to the difficulties they have in the classroom - from a number of hours once or twice a week. Regular staff members, volunteer tutors to help with special problems in learning, use of games, flexible scheduling, individual programs allowing students to work at own pace. Planned primarily by parents dissatisfied with some aspects of the school system; surrounding Chicago brought in as special subject resources and as tutors. Teacher, student reactions favorable. Funding: Title III ESEA.

Stanley Technologically Advanced
Elementary Program
Takoma Public Schools - District 10
P.O. Box 1357
Takoma, Washington 98401

IN-SCHOOL
Urban Disadvantaged
Elementary
Formal
Contact: Mr. Robert V.
Project Coordinator

Summary: Audience: newly integrated school in a formerly 80% Black school. Program: to reduce tension through multi-racial educational experience; increase student achievement through use of individualized programmed materials and CAI, A-V's. Bussing for students outside the Stanley district provided. Use of paraprofessionals and team teaching; teacher training before and after. A-V's also used for project dissemination to parents and community; community involvement in school programs. Parent involvement in planning and material development. Evaluation: parent and student and teacher reactions favorable. Funding: ESEA, Title III. Began 1971. Demonstration: open. Technology: CAI, tape recorders, films, film strips, overhead projectors, record player.

Comparative Cultures
908 W. Main Street
Waupun, Wisconsin 53863

IN-SCHOOL
Miscellaneous
Elementary
Formal
Rural/Urban
Contact: Mr. George H.

Summary: Audiences: 127 public and non-public school teachers; 3408 public and private school students, grades 4-6. Technology used: videotape to be broadcast via local television stations in Madison and Fond du Lac. Program: will focus on anthropological concepts of social studies at 6th grade level; includes development of student lessons and teacher in-service materials on videotape; pre-service institutes also to be held for teachers. Funding: ESEA Title III. 1969-1974. Evaluation: no findings yet available. Further information is being sought.

Communication Arts Program
Southwestern Cooperative Educational Laboratory
(James J. Wilson, III, Director)
Albuquerque, New Mexico

IN-SCHOOL
Miscellaneous
Elementary Level
Formal
Rural and Urban

Summary: SWCEL's Communication Arts Program addresses the educational problems of an estimated 900,000 youngsters in the Southwest. The children, ranging in age from about 3 to 9 years, have a cultural and linguistic experience disparate from that expected by the schools. Most of these children are Mexican American and American Indian. The problems addressed include low achievement and failure in school that ultimately evince themselves in high dropout rates, low rates of pursuing higher education, continued poverty, restricted ranges of opportunity and alienation and rejection. Components of the Communication Arts Program include:

1) Oral Language Program: includes 150 lessons, a manual, pre-lessons, puppets, films and tape presentations. The OLP is to be used daily by 1 teacher with a group of 10 children, ages 5-7. Each lesson is 25 minutes long. The lessons range from short and simple conversations to longer, more intricate speech patterns and conversation. The Cultural Heritage Review Units of the OLP are based on authentic legends relevant to the Navajo and Spanish speaking child and include flannel cutouts and filmstrips. Evaluation of the data is incomplete.

2) Experience Centers Program is developing activities that encourage the culturally different child to develop reasons and skills for talking and reading in English. It encourages the child to use expressive language, teach sound and sight discriminations, vocabulary and cognitive growth, and develop reasons for talking and reading. The activities are sequenced and categorized by basic skills; they are game-like, manipulative, individually boxed and can be easily and inexpensively made by the teacher, teacher aide or parent. It is in the prototype stage.

3) Reinforced Readiness Requisites Program: consists of a Teachers' Manual, Children's Workbook, pre and inservice training manual, faculty manual, tokens, toys, slide-tape presentations and numerous miscellaneous realia. It is designed to impart necessary feelings of success and achievement in kindergarten and first-grade children through a system of reinforcement techniques for desired learning behaviors. Field tests reveal substantial cognitive gain on the post-test as compared to the pre-test.

Project REFLECT
Montgomery County Public Schools
Montgomery County, Maryland

IN-SCHOOL
Misc.
Elem & Secondary Ed
Formal
Urban

Summary: REFLECT (Research into the Feasibility of Learnings Employing Computer Technology) is a demonstration project designed to assess the role of CAI in an operational school setting. A 3 year project began in 1968, emphasizing the involvement of elementary, junior and senior high school teachers in producing CAI programs for their students.

Patterns in Arithmetic
Wisconsin Research and Development
Center for Cognitive Learning
1404 Regent Street
Madison, Wisconsin 53706

IN-SCHOOL
Miscellaneous
Elementary
Formal
Rural/Urban
Contact: Mr. Henry Van Engen,
Principal Investigator

Summary: Audience: Children, K-6 and teachers. Technology used: Television, videotapes. Program: A television course in arithmetic, which presents both concepts and skills for children but which helps teachers update their knowledge of mathematics and teaching techniques. Inexpensive and designed to be flexible enough to meet local needs. Includes 336 15-min. videotapes with accompanying workbooks and teacher's manuals for each grade. Tapes available for A-V in addition to broadcast use. Evaluation: Effective in both urban and isolated rural settings in raising student achievement and interest. Teacher reaction favorable. Funding: OE.

Instructional TV over Phone Lines
Colorado State University

IN-SCHOOL
Misc.
Higher Education
Formal
Rural or Urban

Summary: Colorado State University transmits to four junior colleges to augment pre-engineering curriculum where specialized faculty are lacking. Phone lines are used both for transmission of pictures and voice; questions can be asked of the instructor from the remote classroom. Two forms of video transmission are used: 1) "Black-board by wire" (Sylvania) which uses a handheld stylus; and 2) "Slow-scan" television (Colorado Video Inc.) which uses a standard low-cost industrial vidicom camera plus a small device which compresses the video signal to a band width suitable for transmission over phone lines. Although the TV camera generates 60 pictures per second the compressed video recreates only one picture in 50 seconds - no moving images. This was inaugurated during the '69 summer session; a more elaborate programs of instruction using slow-scan was inaugurated in the spring of 1970.

PYRAMID
Oak Park & River Forest High Schools
Oak Park, Illinois

IN-SCHOOL
Misc.
Secondary Level
Formal
Urban

Summary: PYRAMID (Program Yielding Rapid Access Major Information Device) is a computer-controlled library of taped audio and visual instructional materials which may be accessed from carrels and may deliver audio programs by telephone to students at home. Students in carrels can tape programs on individual tape recorders for further review later. The library has 3000 video programs, any of which can be accessed immediately, regardless of who else is using the same material. Copies can be made within 30 seconds - tapes, slides, records, movies, videotapes, and live programs. Educational TV is used in the classrooms. This is not core curriculum but supplementary and review. System will soon be able to accomodate CAI and CMI.

RAILS System
Eastern Montana College
Billings, Montana

IN-SCHOOL
Misc.
Higher Education
Formal
Rural or Urban

Summary: The RAILS System (Remote Access Instructional Learning System) is set up for dial access audio; later will include video, materials, radio and television. It is in all buildings of the campus, with phoning from home, etc. as a future possibility.

Upper Moreland Junior High School
Willow Grove, Pennsylvania

IN-SCHOOL
Misc.
Secondary Ed.
Formal
Urban

Summary: Upper Moreland JHS opened in the fall of 1970 complete with a department of Instructional Media. This includes student learning center with carrels with loop projectors, filmstrip previewers and other visual equipment. It also has wireless antenna so students can wander around with wireless headsets. There is also a reading center with remedial work containing carrels, controlled-reading machines, tachistoscopic devices, cassette pacers, and programmed reading units. TV is used in 6 classrooms plus conventional AV equipment. The Media center helps teachers with lessons, production (started TV production), and training for students. There are 3 CCTV channels for slides, films, live studio shows, etc.

The Michigan Language Program
c/o Learning Research Associates, Inc.
1501 Broadway
New York, New York

IN/OUT-OF-SCHOOL
Miscellaneous
Elementary, Secondary, Adult
(Literacy)
Formal/Informal
Rural/Urban
Contact: Dr. Donald E.P. Smith
or Dr. Judith M. Smith, Program
Developers

Summary: Program was written up in AV Communications Review as case study in program development, but indications are that it is being implemented in schools in the Michigan area. Audiences: most 1st grade children, those who cannot read English, those who attend reading clinics, adult illiterates, those for whom English is a second language. Technology used: cassette tapes and recorders, overhead projectors, in conjunction with special material designed for the course. Program: Trains student in reading, writing, listening, speaking through the use of several closely articulated series of materials; gives student individualized instruction - at own pace with learning program of his own; constant student feedback and encouragement from teacher and from results that he can see; sequential building and testing at each sub and general level; provides for teacher training in use of materials and in this literacy technique; encourages independent work by student but assumes that class will be stable, disciplined. Evaluation: program tested on a number of different elementary school populations - regular and classes of children with learning disabilities, low motivation, disturbed children -- with significant success in improving communications skills and attitude. Findings and further information are being pursued.

Middle School Project
10 Maeder Street
Holliston, MA

IN-SCHOOL
Miscellaneous
Secondary (Middle School)
Rural
Formal
Contact: Howard Kingsley
Director

Summary: Seems a total formal school program. Good systems approach includes teacher training and considerable curriculum development slanted towards diagnosing and meeting individual student learning needs. The program is geared to the special learning needs of students in grades 5-8 and stresses individualized instruction. There are four learning centers, each of which contains media, materials and space for approximately 300 students. The groups are scheduled to move through the four centers in sequence spending approximately 88 minutes in each center. Instructional groups of students with common instructional needs are formed. These groups are fluid in size and membership. Special needs of individual students are met through independent study and tutorial experiences. The project staff is working to prepare prototype curriculum guides including identification of the concepts and skills, behavioral objectives, measurement items for diagnosing needs and assessing achievement, and samples of content for students of differing abilities. The project staff recognizes that the primary agent of quality instruction is the classroom teacher. In-service programs have been designed to assist teachers. Each teacher's schedule includes time for planning, preparing and evaluating instruction, and summer workshops provide opportunities to try out new methods and materials, gain skill in observing pupils, and plan future curricula. Funding: ESEA Title III. Project began 1968.

Pre-determined Programmed Instruction
Television Department
c/o North High School
"A" Street
Framingham, MA 01701

IN-SCHOOL
Miscellaneous
Elementary & Secondary
Formal
Rural
Contact: Donald R. Jolie
Director

Summary: Comprehensive study of instructional television as an educational resource. Provides over thirty basic services to the community. Some are: to provide guides and equipment resources for library type distribution to satellite schools and immediate access for students and teachers with the secondary schools; to bring community resources into the schools; to aid team-teaching programs; in-service training and student orientation via TV; to aid in evaluating an extensive student-teaching and demonstration classroom program; and to use television as a regular part of the instructional process. Teachers have attended workshops. All of our students have TV resources in their classroom, while many have either attended class or worked in the TV facilities. Projected continuation as town wide and eventually regional program. Funding: Title III ESEA.

Rochester City School District
(5th grades)
Rochester, New York

IN-SCHOOL
Misc.
Elementary Ed
Formal
Urban

Summary: 5th graders split into conventional individualized instruction and those have 2½ hours of television. The managed portion of the instructional day was supervised by paraprofessionals. The students watch the screen for only 60 minutes, in segments from 10 seconds to 20 minutes, with manipulable materials and open-ended projects mixed in. Follow-up with a teacher is done in the classroom the next day. Evaluation was done by the State University at Brockport with encouraging and positive results.

OUT-OF-SCHOOL: CHILD

A Remote-access Instruction Systems Model
for a Regional Occupation Center
Southern California Regional Occupational
Center

OUT OF SCHOOL: CHILD
Vocational & Technical Ed
Secondary Level
Informal
Rural or Urban

Summary: This is the first regional occupation center in California and is supplemental to high schools. It opened in July of 1967 and started training students (at the job entry level) in February of 1968. Eventually, it will be computer-managed multi-media dial access information retrieval system (DAIRS). It will offer a systems approach to self-instruction and will combine instructors, instructional methods (lecture, lab, test and problem solving), simulators, charts, transparencies, films, TV, computers and teaching machines. It will combine individual study at carrels with hands-on training area. It includes plans for evaluation, feedback, and need assessment. During the developmental stage, they are using films, tapes and slides. Although initially expensive, it will save labor costs later.

Hadley School for the Blind
Winnetka, Illinois

OUT OF SCHOOL: CHILD
Special Education
All levels of Education
Informal
Urban or Rural

Summary: The Hadley School offers correspondence and audio educational programs, incorporating the use of amateur radio for two-way communication between teacher and students. It also has ten regional offices for Latin America, Europe, Asia and Africa. The program offers 125 courses from 5th grade through high school, using braille books, plus discs and tapes, plus radio broadcast. The courses teach literature, history, civics, psychology, salesmanship, amateur radio theory and use of the abacus as well as rehabilitation, home arts and career planning. Personalized tape-recorded letters are sent from the teachers to students; the lessons are mailed back on tapes.

Community Bilingual Education Centers
Chicago Public Schools
Illinois

OUT-OF-SCHOOL: ADULT/CHILD
Bilingual Education
Elementary and Secondary
Adult
Urban
Informal

Summary: 25,570 in target population for whom English is a second language-- program will serve two communities in the city, the Puerto Rican and Mexican communities. Both communities are culturally different, and it will be possible to measure the results of the program against one overall educational difficulty while discovering the positive outgrowths of incorporating two distinct cultural components into the program. Each of the two centers will encompass three components: pre-school center, skills development resource center with library, tutorial and remedial educational services, a Spanish cultural, language, crafts and arts program. Evaluation: will be developed by evaluators from local university - no findings as yet since project just began. Funding: ESEA, Title III grant. Project period: 1971-1974.

	OUT OF SCHOOL: CHILD
The Supermarket Discovery Center Demonstration Project	Urban Disadvantaged Pre-school
Los Angeles, California	Informal

Summary: This project, housed in a mobile van, provides children with meaningful learning experiences while parents were shopping. Children were given group instruction and individual tutoring and parents, on returning from marketing, were provided with guidelines and guidance for continuing the learning process at home. Use is made of many smaller technologies, including record players, cassettes, etc. Additionally, the instruction model is based on the principles and processes of programmed instruction. Tutors were trained to provide correct responses or "branch" children to a remedial sequence in order to learn the correct answers on their own. Three major instructional sequences were developed to help develop basic organization skills - all emphasizing cognitive tasks and tactile discrimination. The pilot study was conducted in the inner city; the demonstration projects (others were housed in permanent structures) were undertaken on the periphery of the inner city limits. Both student and program evaluations have been undertaken. The source of funds was the Rosenberg Foundation of San Francisco.

Model Early Childhood Learning Program	OUT-OF-SCHOOL: CHILD
Baltimore Public Schools	Urban Disadvantaged
3 E. 25th Street	Early Childhood
Baltimore, Maryland 21218	Informal
	Contact: Mrs. Betty Showell, Director
	Mrs. McGinnis, Director

Summary: Audiences: socially and economically disadvantaged children, 3-7 yrs. and their families. Technology used: language masters from Bell and Howell used in class in conjunction with diagnosed learning curriculum for each child, cassette tape recorder units that children can use; small A-V's used in teacher and parent training sessions; other technologies used for enrichment. Program: complete system designed to raise the self-concept of the child and his family and to raise the IQ mean of the children in readiness for competition in the formal school system. Includes on-going teacher and parent training, involvement of parents in all stages of planning and development, parent aides in classroom, follow-up activities in the home centered around Sesame Street materials, parent training in home-bound techniques of teaching; home-made teaching packets designed by teachers and parents. Evaluation: findings from Educational Studies and Evaluation Associates, New York indicate significant gain in IQ, reading readiness/ability, cognitive development. Student and parent reactions highly favorable. Project is anESEA Title III prize-winner for 1971. Demonstration: open.

"Ride the Reading Rocket" - Summer
Television Project
Evanston, Illinois & Gary, Indiana

OUT OF SCHOOL: CHILD
Misc.
Elementary & Secondary Ed.
Informal
Rural and Urban

Summary: This project is geared to elementary and junior high school students. Its main purpose is to use television programs to maintain newly acquired skills during the summer months. The entire project offers 3 different programs: 1) "Ride the Reading Rocket" - for students who have completed the first grade; 2) "Up, Up and Away" - for grades 4-6; and, 3) "Math-a-Magical World" - for junior high school students. The first two programs have accompanying activity books which can be bought through participating schools (@\$1.25 each) and used at home along with the program. Evaluation has been undertaken. Both children and parents watch the programs and students are reported to be better prepared for the resumptions of classes in the fall. The project is funded by Title III - ESEA.

OUT-OF-SCHOOL: ADULT

Correspondence Study Dept.
University of Missouri

OUT OF SCHOOL: ADULT
Adult Continuing Ed.
Higher Ed.
Informal
Rural or Urban

Summary: This program is integrating AV into its courses; it has developed an "AV Kit" - Cassette player, plus "2X2" Slide Projector, which is adaptable to filmstrips. Cost is around \$50.00 and Kits are rented to students.

Nursing DialAccess
University Extension
University of Wisconsin

OUT OF SCHOOL: ADULT
Adult Continuing Ed.
Informal
Rural or Urban

Summary: Re 200 tapes with current info for nurses can be dialed free (in Wisconsin) around the clock. 6-9 min. tapes. Especially useful to nurses in isolated settings, rural areas, etc. These tapes include new developments, procedures, etc.

Audiotutorial Laboratory
Washington Hospital School of Nursing
Washington, Pa.

OUT OF SCHOOL: ADULT
Adult Continuing Ed.
Informal
Rural or Urban

Summary: Lab work taught via tape recorders, microscopes, 8mm film loop, slides, and other sensory aids. Apr. '70

Adult Basic Education Program
Southwestern Cooperative Educational Laboratory
(James J. Wilson, III, Director)
Albuquerque, New Mexico

OUT OF SCHOOL: ADULT
Adult Basic Education
Teacher Training
Vocational & Technical Ed
Rural Ed
Disadvantaged
Informal
Rural or Urban

Summary: Phased out during the summer of 1971, SWCEL's Adult Basic Education Program was concerned with the development of products aimed at confronting the under-educated Spanish-speaking adult. (These products are completed and available from SWCEL.) In most cases, training by a Lab-trained specialist is a requisite to product use. Adult Basic Education products available for students and instructors include:

1) Cultural Awareness Package: has accomplished a greater awareness in teachers of the Mexican American population through slide-tape presentations, discussion and films. It is designed with adult education teacher in mind but can be used with teachers in any educational setting. It can also be used with Mexican American students. Limited field testing has yielded positive results.

2) Systems Approach to Lesson Planning Package: instructs teachers on how to utilize the teaching systems matrix. The package consists of a workbook, pretest, and slide-tape presentations. Specific activities include utilization of the learning systems' terminology and the parts of a teaching systems matrix; identification of planning statements to match or mismatch the actual event; identification of probable sources of teaching problems and practice using the matrix as a teaching tool. Its primary audience are adult education teachers and teacher aides; its secondary audience is adult education students. This package has been field tested with positive results.

3) English as a Second Language Package: is designed so that the teacher can relate the instruction to the specific needs of his students, by providing them with instruction in the audio-lingual method. Its primary audience includes teachers of under-educated non-English speaking adults and teacher aides; its secondary audience, non-English speaking adults. It has been field tested with positive results.

4) Behavioral Objectives Package: has been developed to provide educators with a tool by which they can determine what they want the student to learn. The package contain slide-tape presentations and a workbook. Six lessons, as well as a pre- and post-test, are included in the workbook that outlines goals and objectives, the instructional program, the 3 domains (cognitive, affective and psycho-motor), entering behaviors, components of a behavioral objective and how to write behavioral objectives. Its primary audience includes teachers, teacher aides, and administrators; its secondary audience, students. It has been field tested with positive results.

5) Comparative Buying Package: develops the necessary competencies required to plan family spending. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities. Instruction is given in English and Spanish. Its primary audience includes adult education teachers; its secondary, under-educated Spanish-speaking adult, primarily the Mexican American. It has been field tested with positive results.

6) Job Application Package: assists the learner in getting employment. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities. The material is taught in English. Its primary audience include adult education teachers; its secondary audience, under-educated Spanish-speaking adults, primarily Mexican Americans.

7) English Readiness Package: is designed to aid teachers in instructing English to the Spanish-speaking adult. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks and supplemental activities. The package consists of 3 interrelated teaching units directed at the Spanish-speaking adult who has a minimal understanding of English. Its primary audience is adult education teachers; its secondary audience, the under-educated Spanish speaking adults, primarily the Mexican Americans.

The Guided Study Center
Demonstration School for Adults
Los Angeles, California

OUT OF SCHOOL: ADULT
Adult Basic Education -
Bilingual
Informal
Urban

Summary: This program utilizes a one-to-one approach with the use of programmed texts, audiovisual materials and individual work using AV - cassette tape recorders, stereo, and tape deck for reproduction. It has been particularly successful with those to whom English is a second language. Instruction techniques include paced listening and reading aloud, round table discussion and tape and filmstrips. The curriculum includes mathematics and English. The Demonstration School was originally funded by Title III.

For other programs containing Adult Basic Education see listings under Vocational and Technical Education, Urban Disadvantaged and Future Programs to Watch.

Opportunities Industrialization Center (OIC)
Philadelphia, Pennsylvania

OUT OF SCHOOL: ADULT
Voc & Tech Education, Adult Basic
Adult Ed
Informal
Urban

Summary: This project emphasizes literacy training, minority history, consumer education and community problems. Programmed instructional materials are included among a variety of learning experiences provided in the Center's "Adult Armchair Education Program". The overriding benefit of the OIC approach has been the stimulus provided adult students to continue their education and/or occupation training. Originally, OIC was funded by Adult Education; it is now being funded through Vocational Education, USOE.

"Black Voices"
Minneapolis-St. Paul
Minnesota

OUT OF SCHOOL: ADULT
Vocational & Technical Ed
Adult Ed
Informal
Urban

Summary: This all-black TV show for blacks started in 1967 with funds from the Rockefeller Foundation. It is under the auspices of KTCA-TV and KTCI-TV and produces 52 hour-long programs. The entire staff was trained by the Twin City Area Educational TV Corporation; within three months, the entire production was run by blacks. Black trainees from this program also got jobs in other broadcast and communications industries.

CAI Apprentice Instruction
Armco Steel Corporation
Ashland, Kentucky

OUT OF SCHOOL: ADULT
Vocational (Career) Ed
Technical Training
Informal
Urban or Rural

Summary: Apprentices learn from professional craftsmen and textbooks as basic information sources. Drill and practice, testing, record keeping, etc. will be done at a computer terminal.

U.S. Army Medical Training Center
Fort Sam Houston
Texas

OUT OF SCHOOL: ADULT
Vocational & Technical Ed
Technical Training
Informal
Rural or Urban

Summary: Video-teaching technique (CCTV) is used to train field medics and hospital corpsmen. The program is able to provide complete training in 10 weeks to men with diverse backgrounds. The program changed from 50-minute lectures to short instructional blocks; it went through several developmental stages to get most effective use out of TV training - from live 50 minute taped lectures (SEE method) to 10-20 minute blocks of lessons on videotape with discussion, live exercises, etc. (SEE and do method) and finally to the See, Think and Do technique which is more like programmed instruction with student response and mastery of each block of material. Training materials are based partly on "Sesame Street" technique of repeating central theme with the fact changed slightly each time and with a high attention-getting technique. Students (fast and slow) and instructors are happy with this arrangement.

Inservice Teacher Training in AV and
Educational Technology

OUT OF SCHOOL: ADULT
Teacher Training
Informal Ed
Urban-Rural

The Coatesville Area School District
Coatesville, Pa.

Summary: Teacher training through the use of 12 "learning pacs" during the fall of 1970. The teacher could learn about the district-wide individualized learning system K-12, which included educational technology. Pacs taught the teachers as they would teach the students. At their own convenience they completed the material in the pac, evaluated themselves, and consulted with resource people, etc.

Mini-course (Microteaching)
Far West Laboratory for Educational
Research and Development .
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

OUT OF SCHOOL: ADULT
Teacher Training
Adult level
Informal/Laboratory or In-service
Rural/Urban
Contact: Dr. John J. Hemphill
Director

This program focuses on micro-teaching, modeling, and basic teaching skills to bring about major changes in specific teacher skills and classroom behavior that appear to be critical to teacher effectiveness. (Based

on the work of the Stanford Center for Research and Development in teaching. The 3-step instructional sequence involves: 1) the trainee views a filmed instructional lesson that describes 1-3 specific skills; 2) the trainee views a film showing model teachers using the skills. Then he prepares a brief lesson using the skills and teaches this lesson in a micro-teaching situation with video- or audio-tape feedback. Immediate replay of the tape provides opportunity for self-evaluation. 3) the trainee then replans the microteach lesson and reteaches it with a different group of students. Evaluation: 3 field tests have produced a product fully ready for operational use and backed by solid evidence that the product has met its objectives. Five Minicourses are complete. This method aroused international interest in a recent conference in Ireland. Use of audiotapes for feedback may be particularly adaptable for developing nations.

Project Impact
Watauga County
North Carolina

OUT OF SCHOOL: ADULT
Teacher Training
Informal
Rural

Summary: The program centers in rural Appalachia where 40% of the population lives on isolated farms and the average educational level is equivalent of 8.4 years of education. The purpose is to bring up the educational level of the county through the implementation of an innovative and exemplary program to incorporate new methods and ideas in the predominantly rural system. It is implemented by five educational media specialists and an educational media center. In working face-to-face with the teacher, they lend moral support in developing or discovering media for the teacher. Specialists are assigned to one or two schools. Workshops are used for learning the use of the AV equipment. A commendation is awarded for the completion of the workshop. An essentially consultation/resource relationship is developed with emphasis on organization of media.

Mobile Educational Technology
Baltimore County Board of Education
Maryland

OUT OF SCHOOL: ADULT
Teacher Training
Informal- In-service
Rural-Urban

Summary: The program involves the use of trailer trucks fully equipped with Av materials which are sent to the schools for training purposes. The program won a prize for in-service training of teachers in instructional media. It received the AECT award for 1970 in Teacher's Training.

Parent/Child Toy-Lending Library
Far West Laboratory for Educational Research
and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705

OUT OF SCHOOL: ADULT
Miscellaneous
Pre-school/ Adult Basic Ed.
Urban
Informal/Out-of-school
Contact: Edna Brown,
Principal Investigator

Funded by Cargegie Foundation. Audiences: Parents of 3, 4, and 5-year-old preschoolers who do not qualify for Head Start and who cannot afford private nursery schools. A parent course including 8 filmstrips and audio cassette tapes for training parents in some 20+ learning episodes (plus a parent how-to handbook, a course leader manual), a set of films and 12 of each of 8 basic toys, enables a community member to train other parents in the use of various toys. 8-week course teaches mothers how to use toys (one each week) to help their 3-5 year-olds to learn to solve problems and to develop concepts (color, shape, size, etc.), to increase their basic language skills (positional words, category labels, etc.). Evaluation: Reports available. (Part of overall program: Education Beginning at Age Three).

RURAL OUT-OF-SCHOOL: EDUCATION

Whisman Regional Reading/Learning Clinic
Whisman, Mountain View, Los Altos
California

RURAL OUT-OF-SCHOOL: EDUCATION
Rural and Bilingual Ed.
Elementary
Informal
Contact: Mr. Robert Thinger,
Director
Ms. Marjorie Harnage, Assistant Dir.

Summary: Audiences: Spanish-speaking students who fall in the lowest quartile of their elementary school classes, teachers, parents. Technology used: small, portable A-V technologies -- not specified in materials read. Program: two mobile vans shared among three school districts with high number of bilingual children. Began as reading skills clinic, now admits Chicano children only because of their special language and cultural differences. Provides for very small group learning experiences for the children within the van, as part of their school day -- giving them special help in building up communications skills and in building a positive self-image of themselves. Teacher training and workshops in reading instruction techniques, media use, special teacher consultation about students, recommend activities and give progress reports re: students involved in the clinic to teachers. Engage parents in clinic-school life. Evaluation: significant change in student self-concepts; less significant change in reading and achievement. Funding: Title III, ESEA. Began 1968.

Supplementary Education for Indians
in Rural and Reservation Areas
Inyo County Schools
135 S. Jackson Street
Independence, California 93526

RURAL OUT-OF-SCHOOL: EDUCATION
Rural Education
Elementary, Secondary, Adult
Informal
Contact: Mr. Melvin Bernasconi,
District Superintendent

Summary: Audiences: All children and adults on Indian reservation. Technology used: not emphasized in materials read so far. Program: Study center on Indian reservation to provide facilities, environment, resources designed to encourage increased participation, achievement, positive attitudes among students and adults. Provides information and materials on the Indian heritage, achievements and culture; tutoring and counseling services; facilities for study; reading and resource material; employment opportunities for reservation residents. Open late in evenings, on weekends, during summer vacation; teacher provided to help children select books and to help parents help their children with homework; counselor on duty to consult with students and parents. Evaluation: Decrease in drop-out rate from 40% to 12%; decrease in the number of Indian students in 5th-12th grades missing 15 days of school or fewer; 42% increase in participation in extra-curricular activities; general increase in parent involvement in school activities; temporary or full-time job placements involving 112 parents. Funding: ESEA Title III.

Instrumentation for Implementation of
Schools without Failure
Coachella School District
California

RURAL OUT-OF-SCHOOL: EDUCATION
Rural and Migrant Education
Elementary and Junior High School
Informal

Summary: Audience: 100 elementary and 150 secondary students who are Mexican American and/or migrant students. Technology used: CAI and mobile vans.
Program: Designed to demonstrate the effectiveness of computer assisted instruction in the area of mathematics. Will tour school district, giving individualized instruction to those students who are achieving one or more grade levels below norm. Funding: ESEA, Title III Evaluation and Further Information: not yet available as project is newly funded, but will be pursued.

Adult Basic Education (ABE)
National Educational Associates for Research
and Development (NEARAD)
Fort Lauderdale, Florida

RURAL OUT OF SCHOOL: GENERAL EDUCATION
Migrant Education
Adult Ed.
Informal
Rural

Summary: NEARAD currently uses mobile units and pilot teaching centers equipped with modern educational technologies and materials to reach widely scattered and mobile migrant populations.

FM Radio - An Oral Communication Project for
Hagen Road School
Migrants
West Palm Beach County Board of Instruction
West Palm Beach, Florida

RURAL OUT OF SCHOOL: GENERAL EDUCATION
Migrant Education
Elementary(?) & Adult Ed.
Informal & formal
Rural

Summary: Fixed frequency FM receivers have been placed in homes of 200 migrant families in a rural area. Emphasis placed upon aiding the migrants in understanding their children's school activities and upon involving migrant families in school and community life. Studio constructed in an area adjacent to school library and radio tower constructed on school site. All broadcasts presented both in English and Spanish. Broadcasts either live or prerecorded in classrooms, and many programs present teachers and students carrying out normal classroom instructional activities. Students from migrant families encouraged to read their own material over the air so that parents become more interested in their children's school performance. Migrants with special talents or interests are solicited to participate in special programming. In addition to the classroom oriented broadcasts, the FM station also offers general-information programs on such topics as baby care, first aid, farm labor news and weather information. Special programs concerning the culture heritage of various ethnic groups are also broadcast to foster a deeper sense of identity and self-esteem among migrants.

Learning Laboratory Project
John F. Kennedy Family Service Center
27 Winthrop Street
Charlestown, MA 02129

RURAL OUT-OF-SCHOOL: EDUCATION
Miscellaneous
Elementary & Secondary
Informal
Rural
Contact: Dr. Thomas J. Gordon
Director

Summary: To provide expanded educational opportunities for the child of exceptional learning ability. Operative since April, 1967. The majority of children are from low-income white families and many would be considered "culturally deprived." There are two programs: 1) An enrichment program for bright or gifted children; 2) A compensatory-remedial enrichment program for the so-called "slow" learner. SLOW LEARNERS: emphasis is on highly structured routine, continual personal encouragement and individual accountability. High interest materials used. Evaluation reveals that the slow learners in this program develop a better self image; have greater intellectual skills; better inschool behavior; better attendance records than before the program and incomparison with slow learners from the school system not exposed. GIFTED LEARNERS: Emphasis on individual accountability, budgeting own learning time fostering all manner of creativity. PROGRAM IN GENERAL: Aims at providing special learning experiences but without totally isolating the children from their regular school. There are 2 1/2 hour laboratory classes. Each semi-portable van-classroom is equipped with a variety of multi-media instructional aids, such as slides and films. Emphasis is on the development of language arts and communication skills using instructional units developed by the staff. There are periodic conferences with classroom teacher. Orientation meetings have been conducted for Charlestown teachers and principals. A home and school communication program has been established with parents of the laboratory students. Home visits and open-house conferences in the labs are on-going. Funding: Title III ESBA.

Early Childhood Education Program
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325

RURAL OUT OF SCHOOL: EDUCATION
Rural Education
Pre-school , Adult, Paraprof.
Out-of-School
Contact: Dr. Roy W. Alford
Principal Investigator

Audiences: Parents, Paraprofessionals, Early Childhood Teachers, pre-school children in sparsely settled areas. Objective of the program is to provide rural children with a home-oriented pre-school education utilizing a daily television lesson, home visitation, and mobile-classroom instruction. For 30 minutes each week day, parents and children watch televised lessons; Home visitors (specially trained high school grads, familiar with the people) call at each home once / week to tell mothers about upcoming lessons and to give her accompanying materials. Once/week, a traveling mobile classroom visits each small community and 12-15 children get on for a group experience. The combination is designed to prepare children at age 6 to have a first-grade level in language, cognition, motor skills, and orienting and attending skills. Evaluation: First field test (3 yrs) was completed Spring, 1971; Reports available. Definite trend toward increasing rate of language development noted; cognition scores higher for children participating more fully in program; eye-motor coordination, visual perception definitely higher; social skills improved. Demonstration: Sites may be visited by appointment in W. Va., Tenn., and Va. (Per-child cost is half the per-child cost of conventional kindergarten in this region).

PROGRAMS OF NOTE IN THE NEAR FUTURE

Neighborhood Learning Centers
Norfolk & Richmond
Virginia

OUT OF SCHOOL: ADULT
Adult Basic Ed.
Informal
Urban

Summary: Based on idea that Literacy programs, etc. for undereducated adults seeking high school equivalency is too fragmented. This program will use accelerated techniques to allow for more in-depth instruction. Students will have classes two nights a week at the neighborhood center - these will use individualized instruction (with media). Also included in the program is the use of paraprofessional aides who will visit the students in their home two nights a week using film, cassettes, etc. to go over their "homework". These same paraprofessionals will also be responsible for recruiting adults to take part in these classes. To start June 1972.

Development of Instructional Model for Teachers
of Undereducated Adults
Va. Commonwealth University
Richmond, Va.

OUT OF SCHOOL: ADULT
Teacher Training
Adult Ed.
Informal
Rural or Urban

Summary: Based on idea again, that teachers do not really understand these students. Incorporates four steps: specifying objectives, diagnosing and evaluating student response and gains; methodology geared to student needs; and evaluation. Dr. Ronald H. Sherron originally conceived of this as a 2 week national institute for teachers (in the summer - one conducted in summer of 1971); however, he has now been funded to develop in-service learning packets to be used in groups or individually by teachers. He also hopes to get graduate certificates for teachers who have completed this training. To start June 1972.

Community Learning Center
South Central Philadelphia
Philadelphia, Pennsylvania

OUT OF SCHOOL: CHILD
Urban Disadvantaged
Adult and Child
Informal

Summary: The Learning Center will offer multi-media materials for both adults and children in an extremely deprived community. It will offer a wide range of media - magazines, books, recordings, slides, tapes, films, etc. The project, to begin in fiscal '72, will be funded from multiple sources.

Alaskan Satellite Telecommunications Project
(USOE, Bureau of Libraries and
Educational Technology)

IN-SCHOOL
Miscellaneous
Formal Education
Rural

Summary: This project is multiple-phased and funded from multiple sources. Phase I will be a pilot demonstration involving the use of two-way radio telecommunications system in Alaska linking teachers in remote, poverty areas with a central source of experts. Phase II will explore technological alternatives to satellites as educational delivery systems, such as, film broadcast systems, videotapes, ITFS, cable TV and telephony. They will also be analyzed for cost and availability.

Physician-Educator Preparation Project
Michigan State University

IN-SCHOOL
Teacher Training
Informal
Rural & Urban

Summary: This project includes an interesting approach to training community physicians who will then teach the medical students to practice medicine in the community. Training is done through multi-media instructional units to allow the physician-educators to learn in his home, his office or a hospital. It is not operational yet. There will be two phases: 1) Self-instructional units with slides, tapes, films and written materials. 2) simulation exercises in the instructional process - doctor will define objectives, plans, manages a small group of students, and evaluates. (microteaching)