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ABSTRACT

Part II of a series on instructional media systems outlines the facilities, equipment, and materials needed for a media system to function properly. Most of the booklet consists of photographs which illustrate the necessary facilities, equipment, and materials. Floor plans of three study centers in Utah public schools are included. (JK)

EU 067830

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MEDIA



**FACILITIES,
EQUIPMENT &
MATERIALS**

Guidelines For The Development Of An Instructional Media System Part II

Utah State Board of Education

ED 067850

MEDIA Facilities, Equipment, Materials

This publication is the second in a series dealing with an instructional media system, a subsystem to and an integral part of the educational system of the state.

This part outlines the facilities, equipment, and materials needed for a media system to properly function as it performs its role in the total education system.

Contents

Introduction.....	3
The Instructional Media Center ...	4
Equipment	12
Materials.....	18

Utah State Board of Education
Office of State Superintendent
of Public Instruction
Walter D. Talbot, State Superintendent
Lerue Winget, Deputy Superintendent for Instruction

Instructional Media Division
Le Roy R. Lindeman, Administrator



MEDIA Facilities, Equipment, Materials

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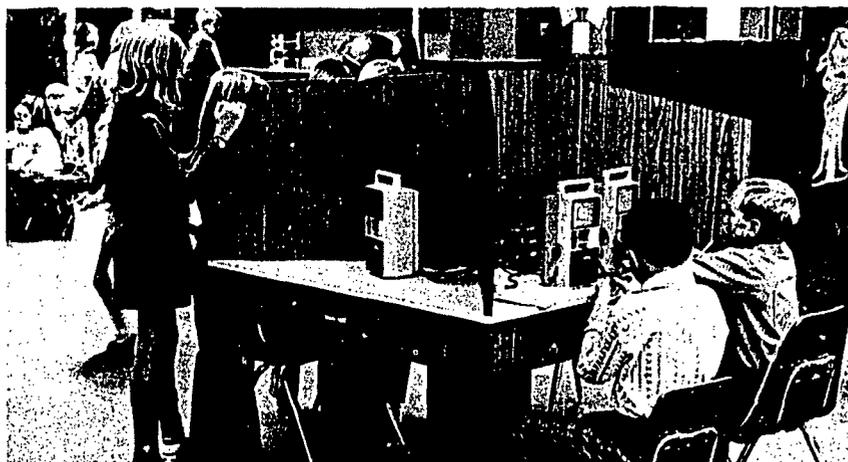
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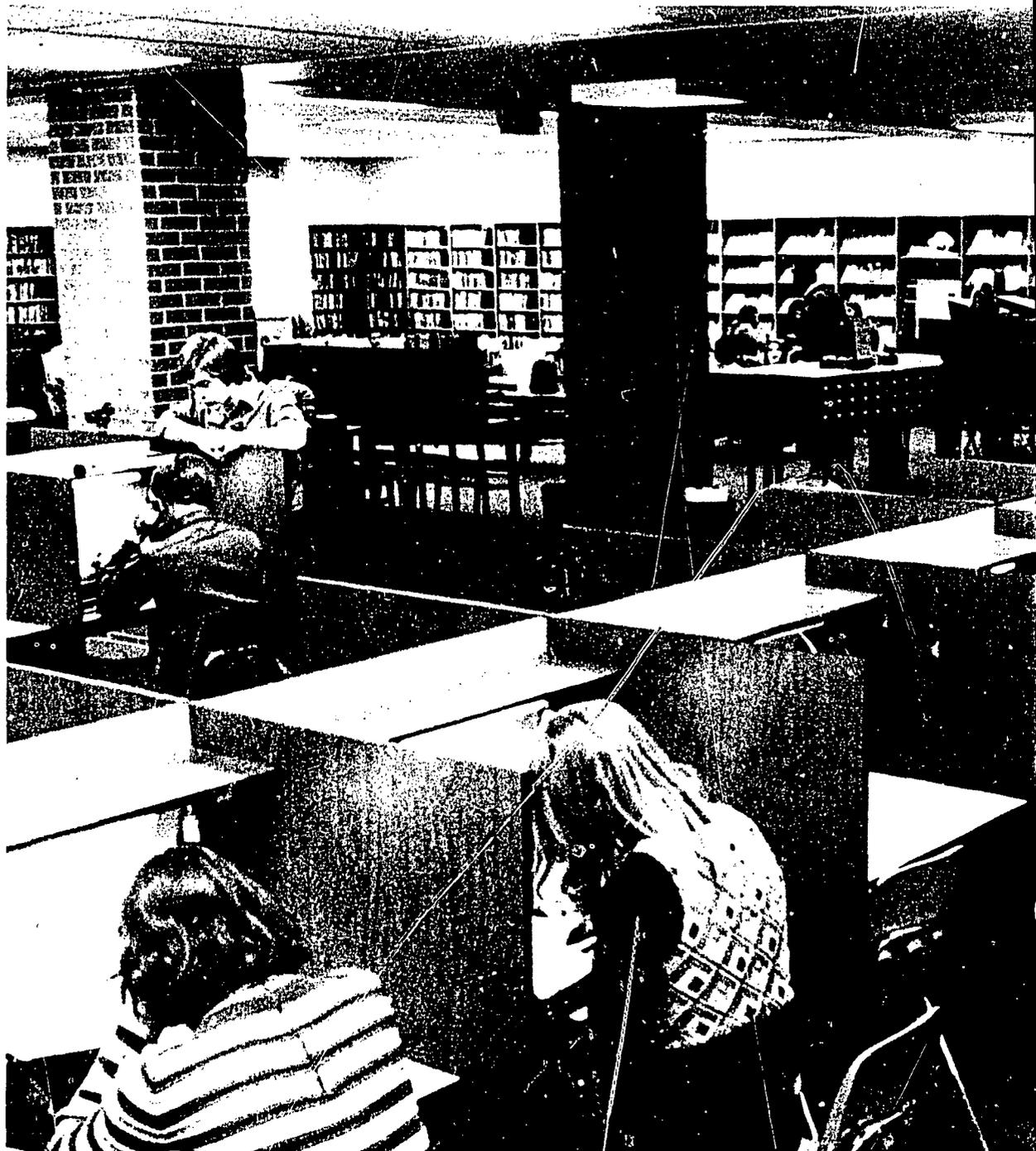
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Karl I. Truman
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Introduction

One of the major reasons educators have taught groups of students and have developed a whole class approach has been the limited availability of resources. It is difficult to secure much individualization of instruction in a program based on a single text for every student.

One of the major responsibilities of the media system is to provide appropriate facilities, equipment, and materials, selected and designed for the best implementation of the educational program. In fact, media in today's schools are making possible much more individualization than has ever been possible before. The media system can and should provide all types of materials and equipment designed to meet the great variety of needs of individual students and teachers. The use of only printed materials is archaic and, in today's multisensory world, a program relying on only one medium is doomed to failure.

Outlined herein are examples of resources which should be provided in every school. While the arrangements may vary and the composition of the collections will differ as each school attempts to meet its needs, most if not all of the items enumerated in this publication should be found in all schools.

Lerue Winget
Deputy Superintendent
Office of Instruction Services

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Deputy Superintendent
Office of Instruction Services

The Instructional Media Center

Every school, regardless of size, should have an instructional media center. It should be a center of the instructional activity in the school and not a warehouse. It should not be a separate room, but an extension of the classrooms. In fact, one criterion for evaluating a media center is the difficulty in defining its boundaries. It should extend throughout the entire school.

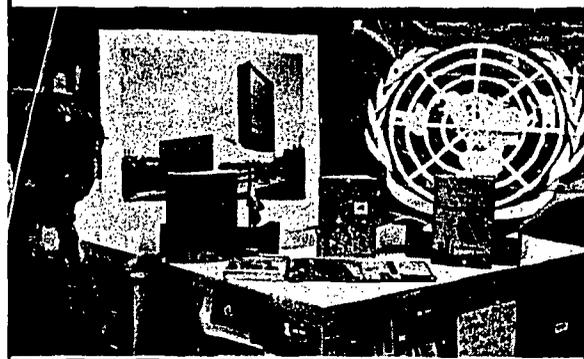


Instructional Media Center

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DISPLAY AREAS

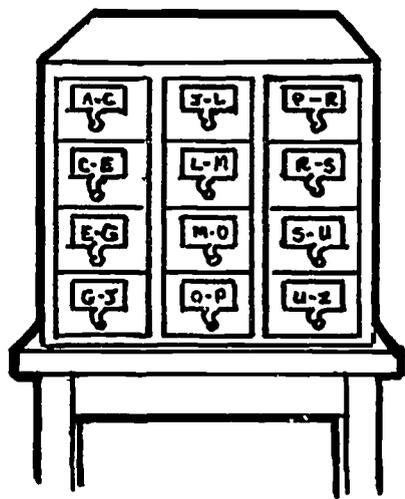
Every center should have some type of display area. Bulletin boards, cases, or entire walls are often used.



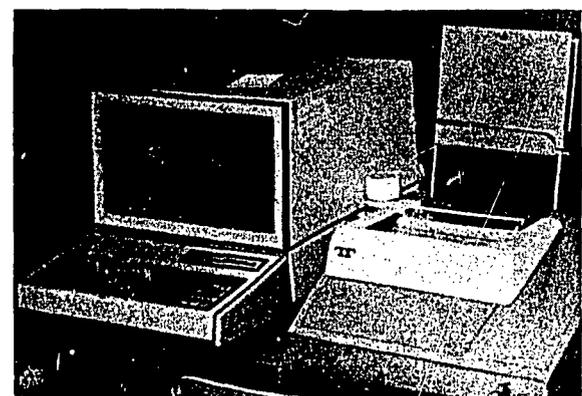


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Key to Center



The key to all resources in the school should be the card catalog. All materials and other resources should be listed here. Sometime in the future this may be replaced with a computer terminal, but until then, the traditional card catalog can serve well if it is properly maintained.



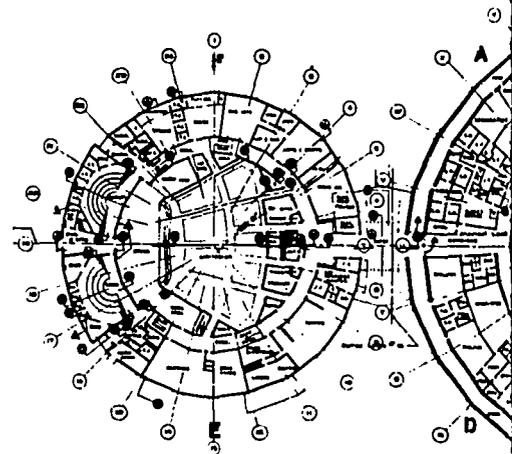
The Instructional Media Center

GROUP STUDY AREA

Every school should provide for a large group study area adjacent to the media center. In schools where the classrooms or pods open directly into the center, these areas serve this purpose. In more traditional schools, an unassigned adjacent classroom can suffice. This facility is then available for use by a teacher who wishes to bring an entire group to the center.



BRIGHTON HIGH SCHOOL

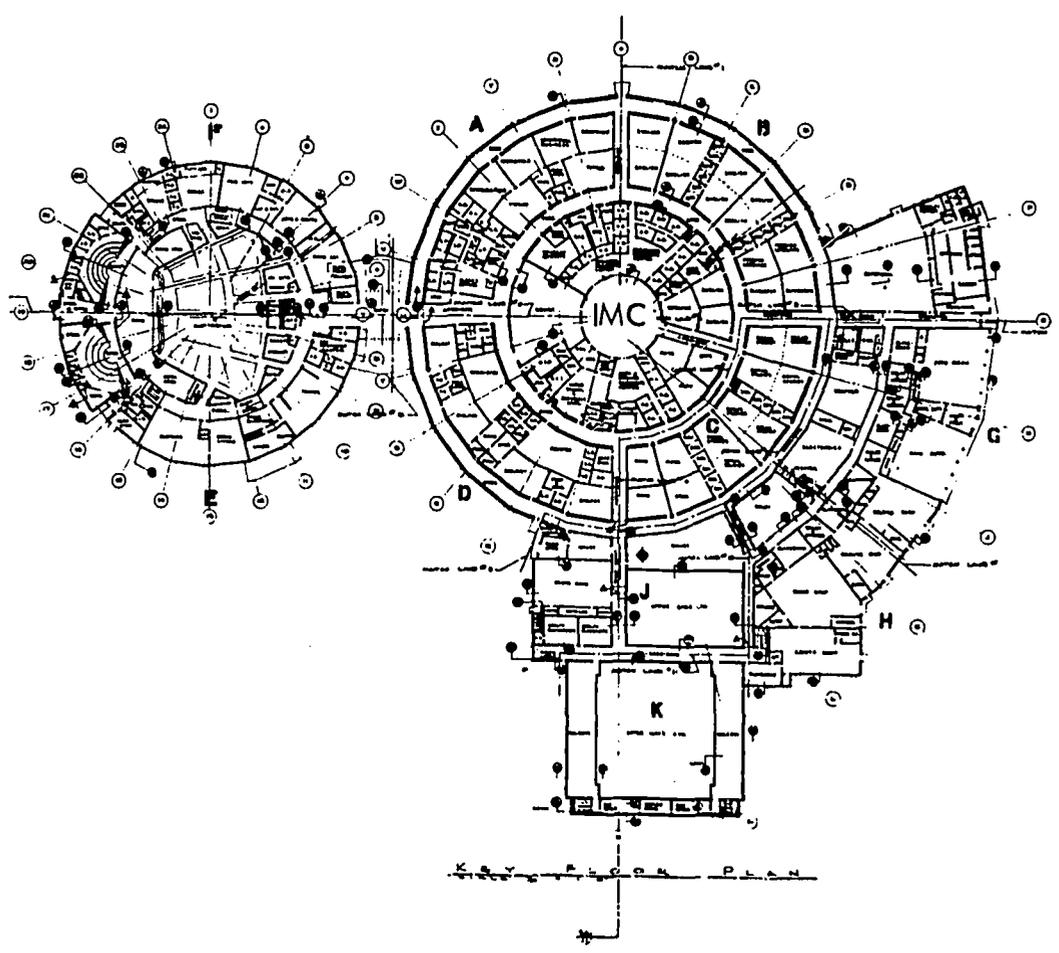


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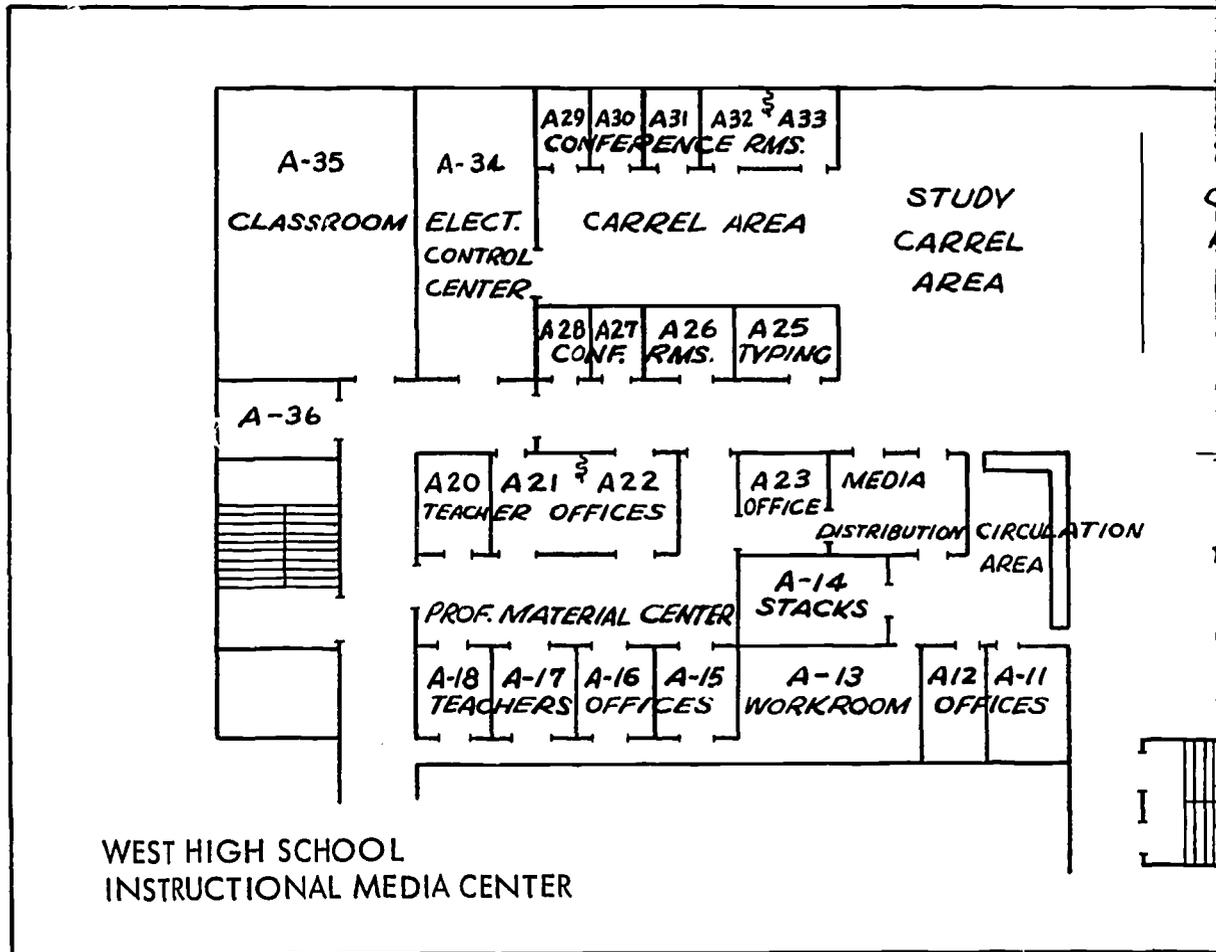


BRIGHTON HIGH SCHOOL





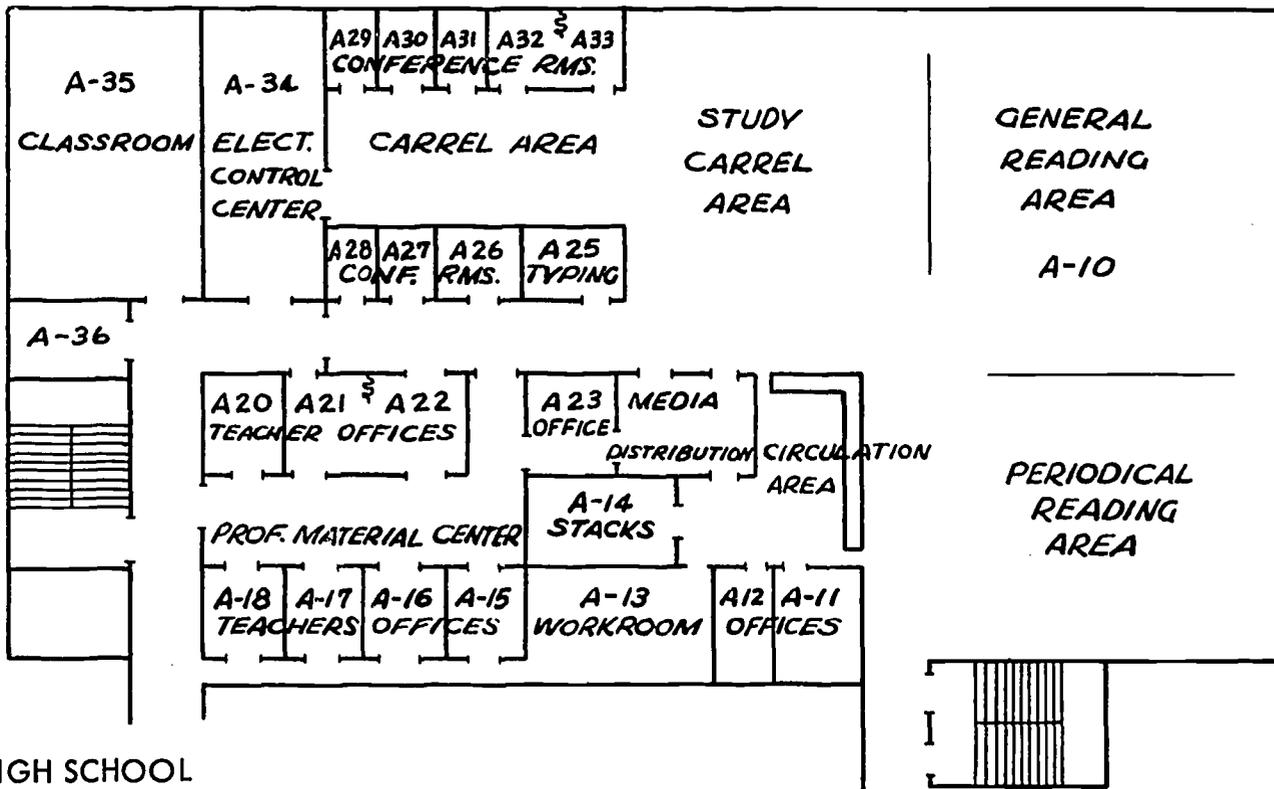
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SMALL GROUP AND INDIVIDUAL STUDY AREAS

Most of the center should provide small group and individual study facilities. Conference rooms, carrels, and furniture arrangements should be organized for this purpose.



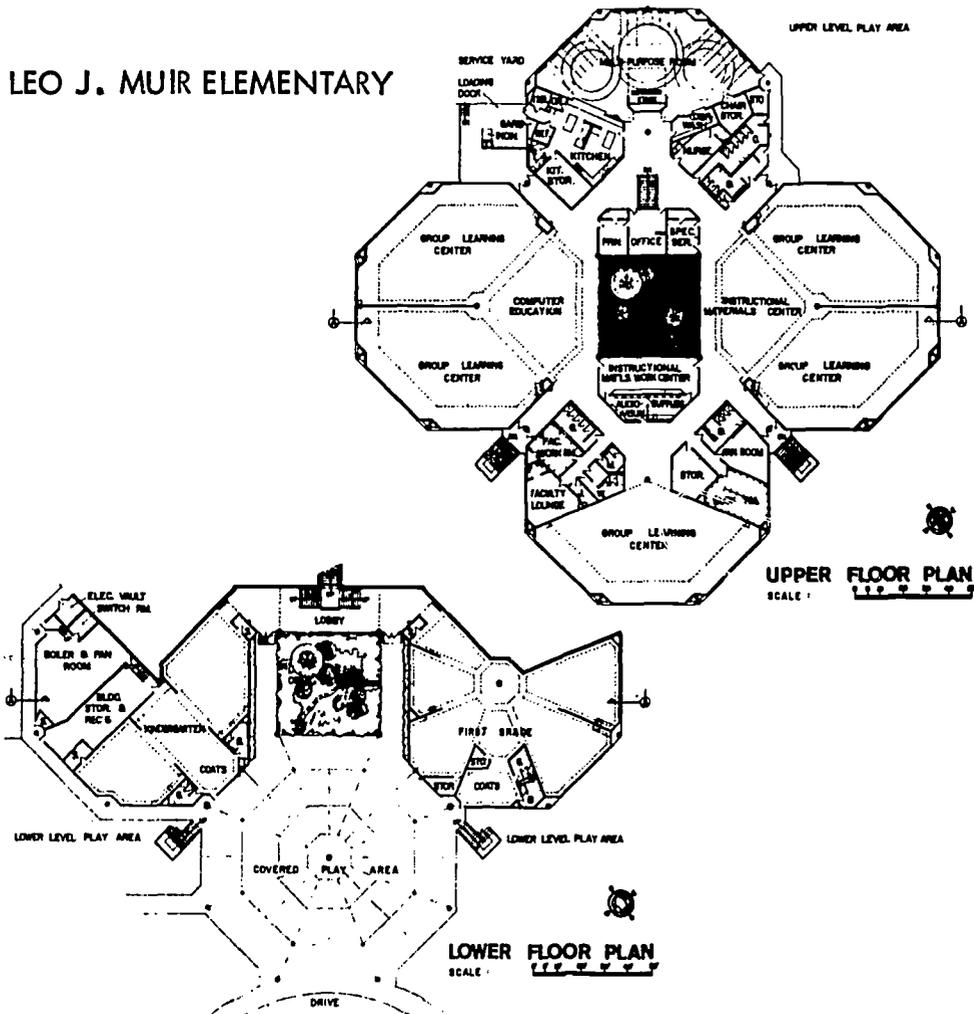
HIGH SCHOOL INSTRUCTIONAL MEDIA CENTER

The Instructional Media Center

PRODUCTION FACILITIES

Every center should provide production facilities for use of both teachers and students. These should include the items illustrated on these pages.

LEO J. MUIR ELEMENTARY

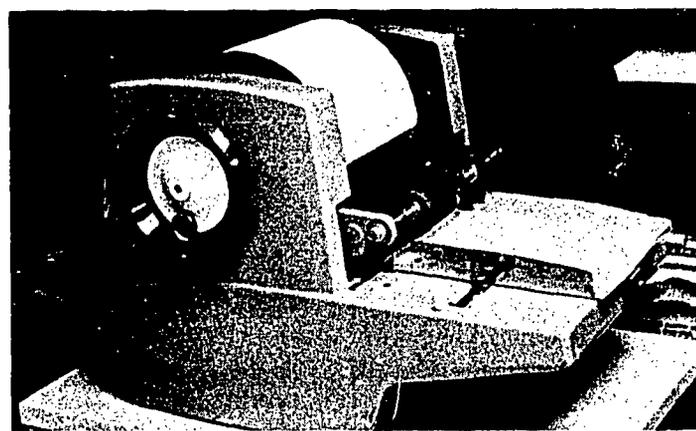
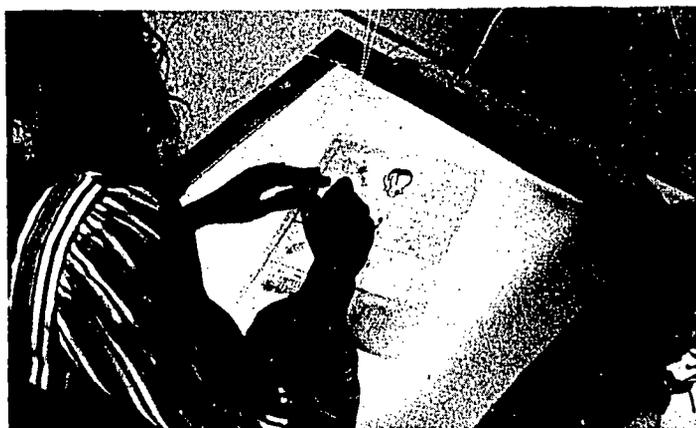
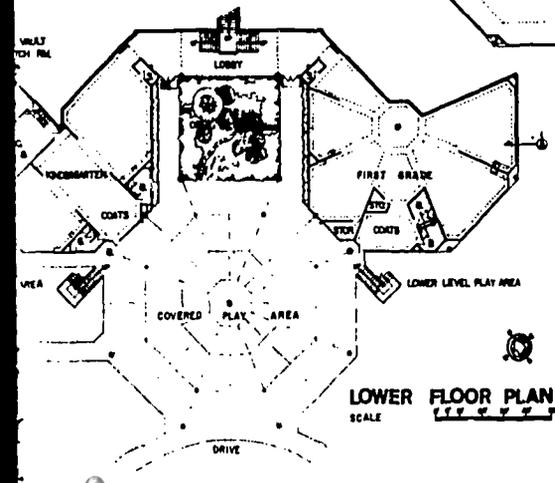
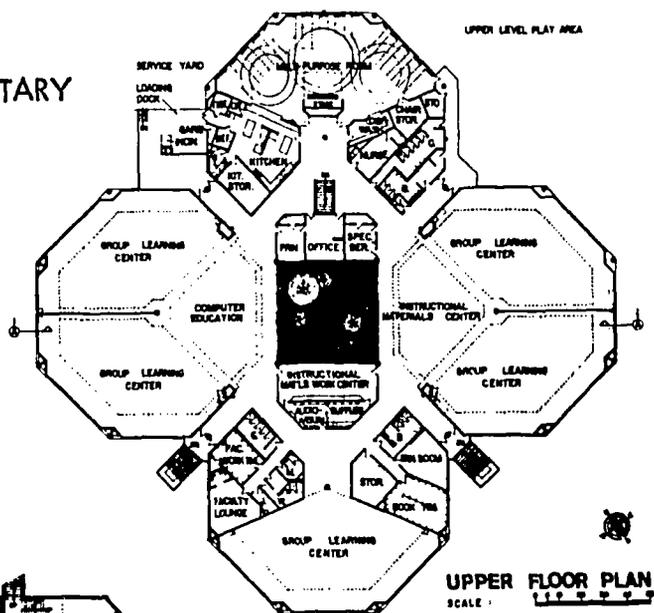


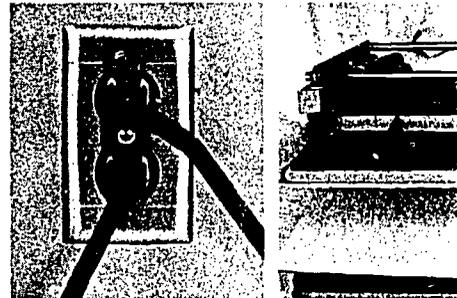
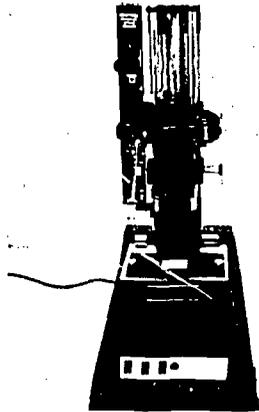
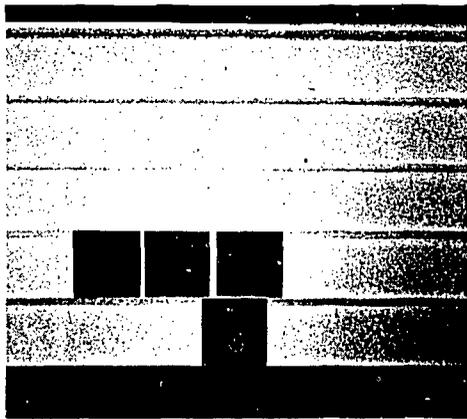
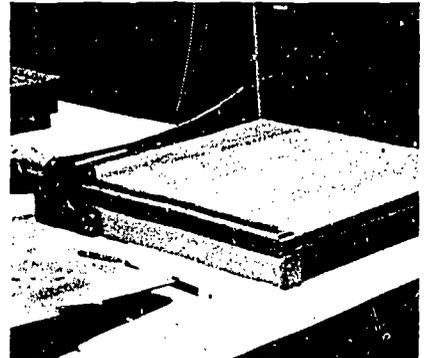
Instructional Media Center

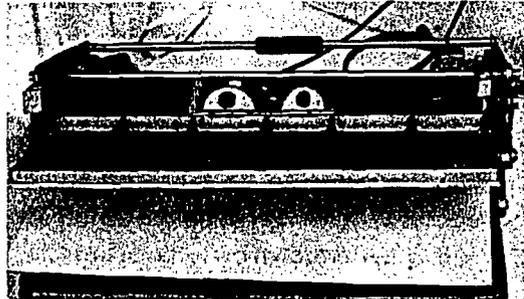
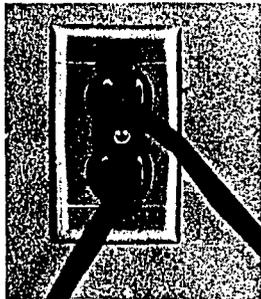
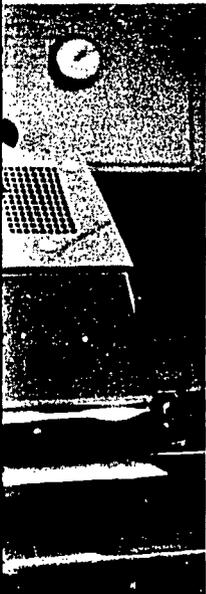
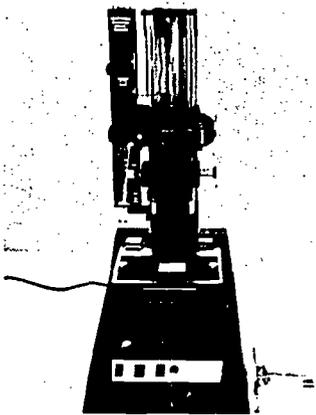
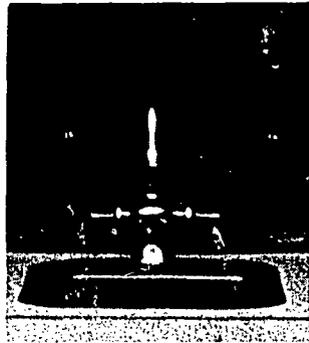
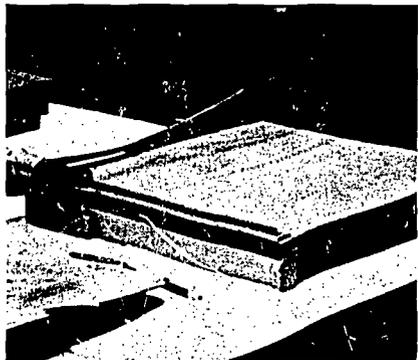
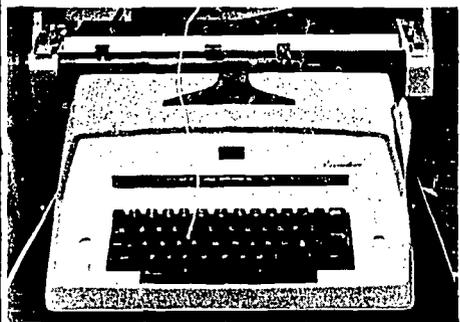
PRODUCTION FACILITIES

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The Instructional Media Center

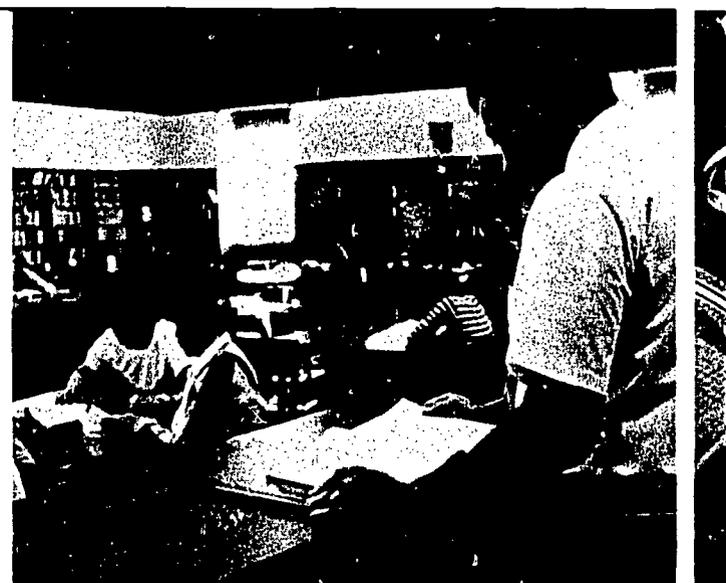
EQUIPMENT STORAGE

Most equipment should be located in the classroom, pods, or set up in the center itself; however, each center should provide storage for back-up and occasionally used equipment. There should be easy access to the storage area, and a system for checking the items out should be developed.



PROFESSIONAL AREA

Professional materials should be provided for the use of teachers and teaching teams. Some schools provide a separate area. In others, teachers prepare in the same areas as students.



Instructional Media Center

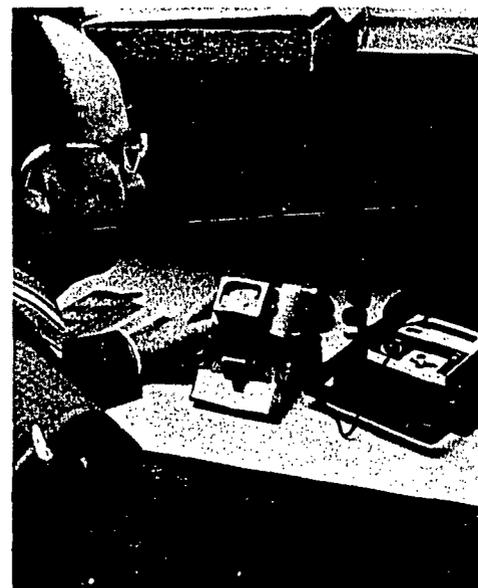
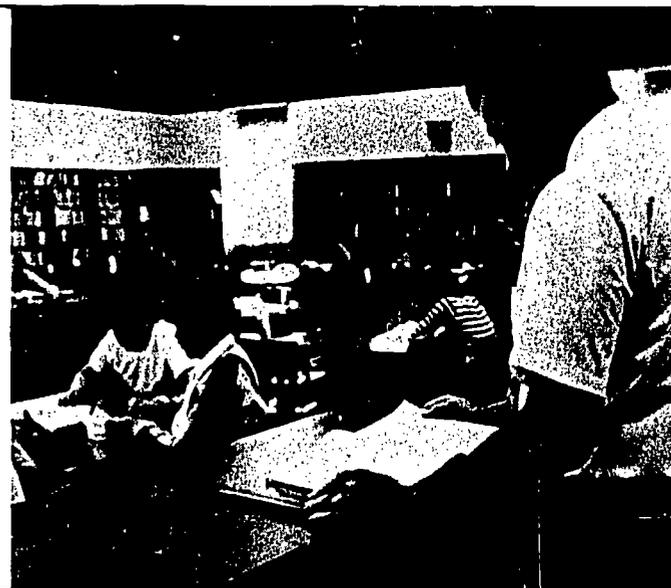
EQUIPMENT STORAGE

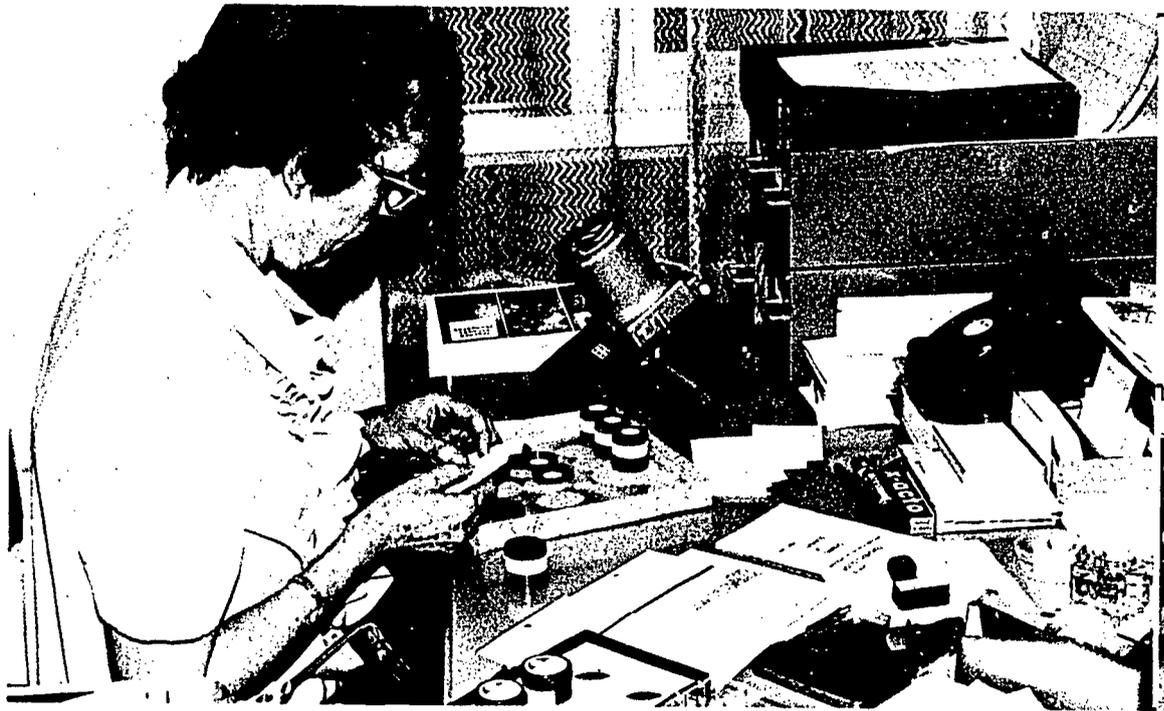
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WORKING AREA

Working materials should be prepared for the use of teachers and students in teams. Some schools provide a separate area. In others, materials are prepared in the same areas as the equipment.





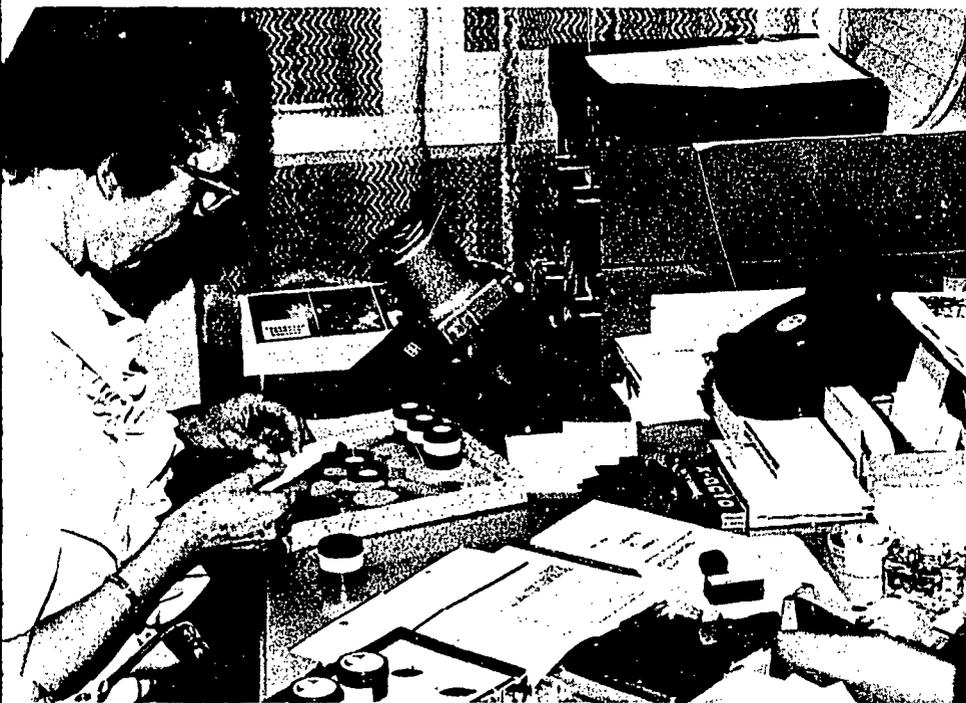
PROCESS

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OFFICE

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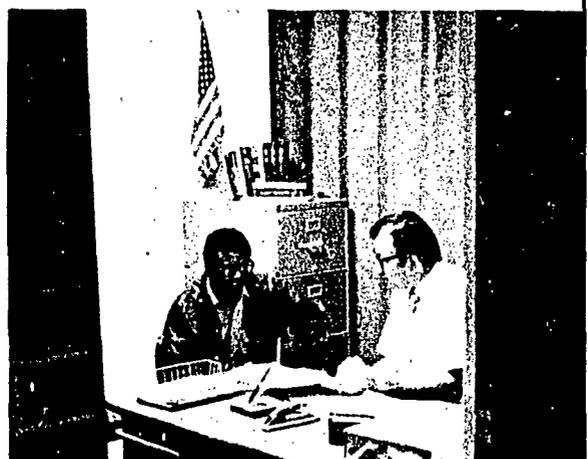
PROCESSING AREA

Space for receiving and processing materials is a necessity. Its size depends upon the school's size and district procedures for cataloging and processing materials. This area should be separate from the production area.

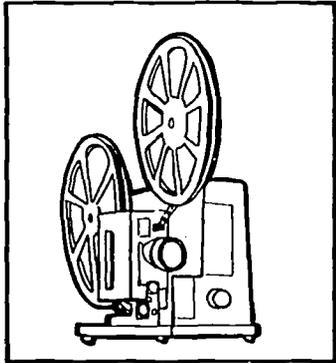


OFFICE SPACE

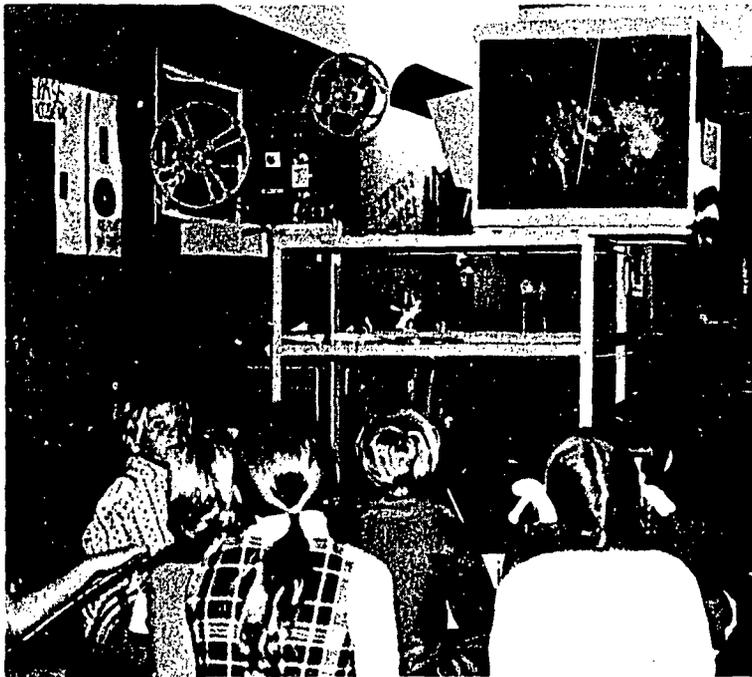
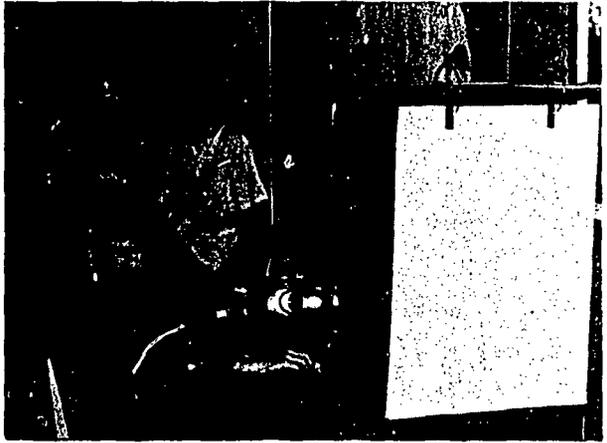
A desk and/or office space should be provided for the professional media personnel.



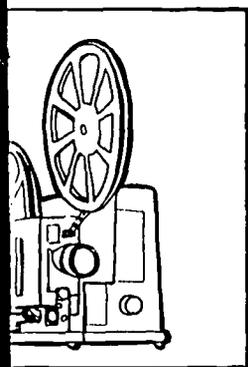
Equipment



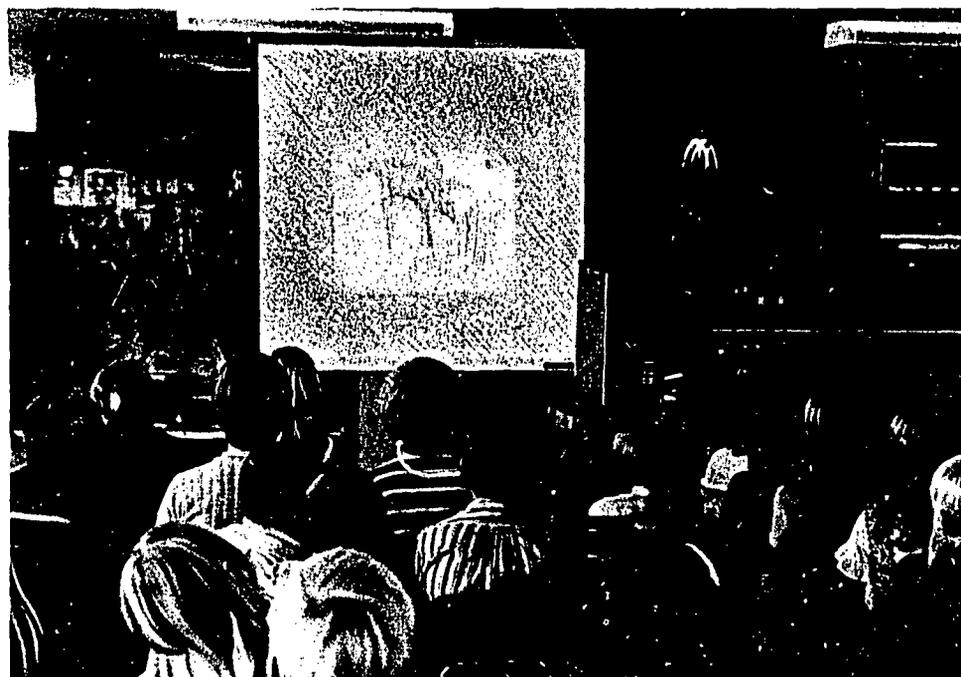
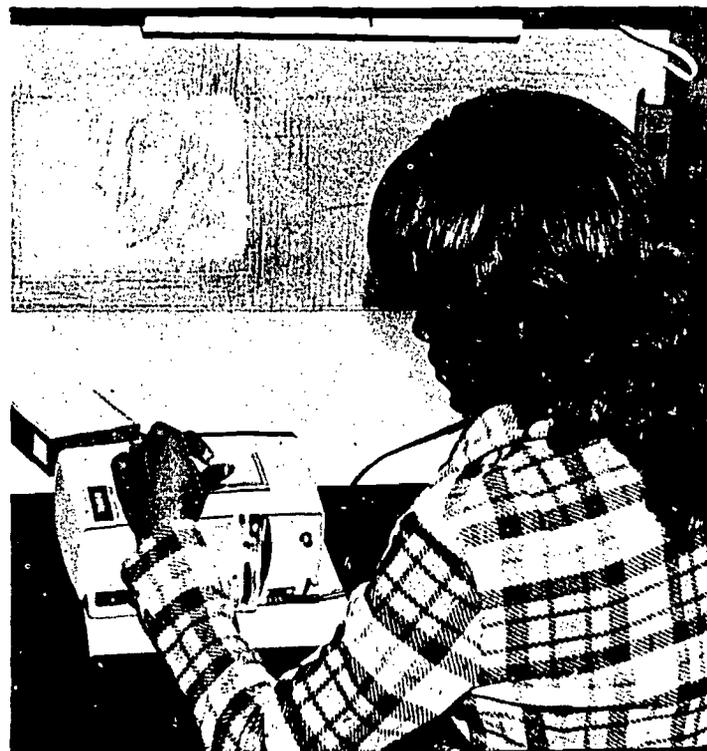
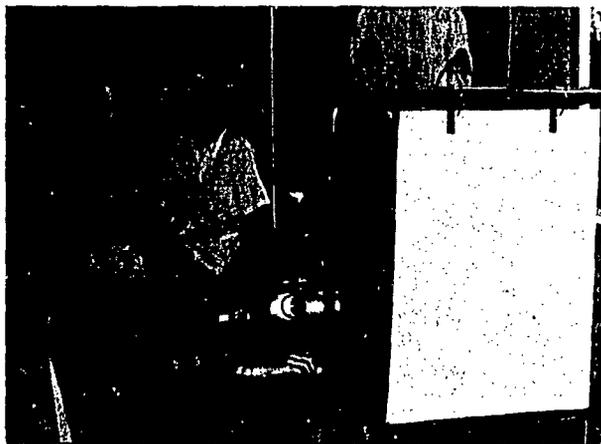
Motion pictures should be available for both teacher and student use. Program equipment should be "set up" and ready to go rather than stored in closets. Equipment for both 8mm and 16 mm films should be provided.

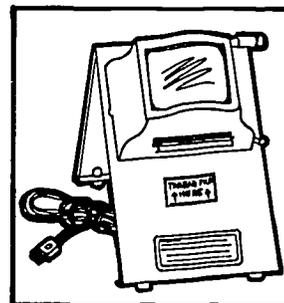


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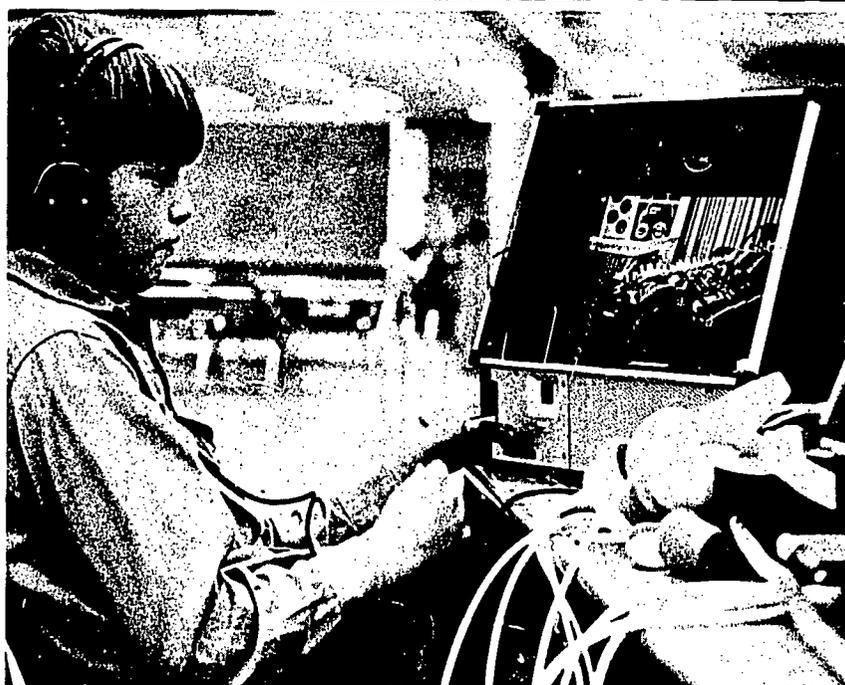
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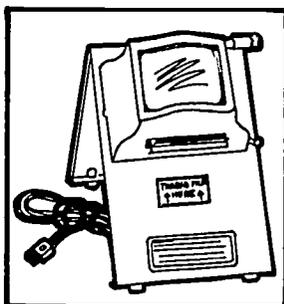




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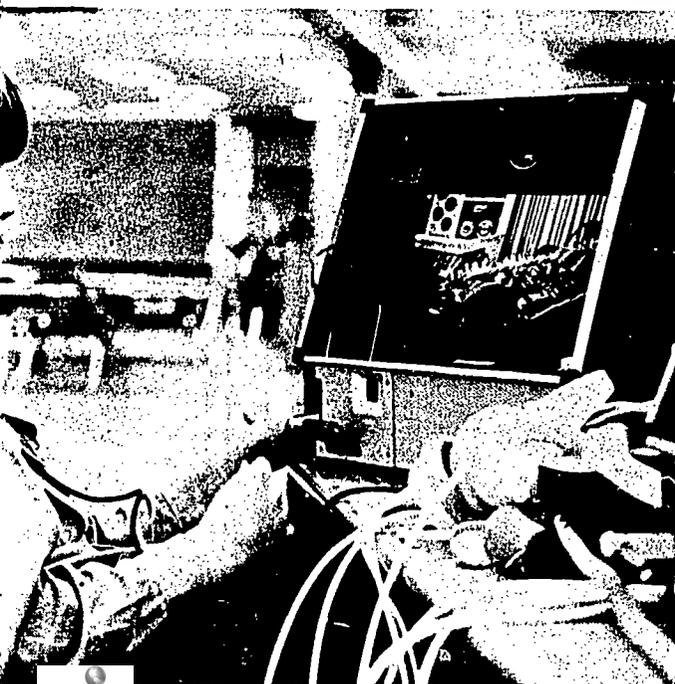
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SLIDE AND FILMSTRIP PROJECTION

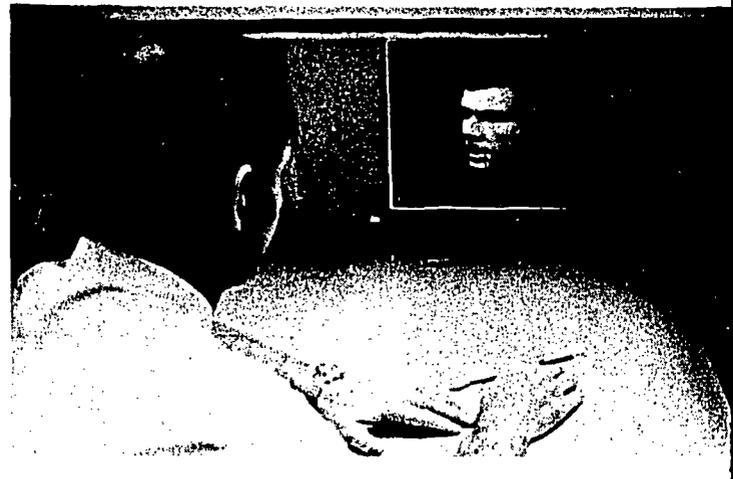
Filmstrip and slide equipment for individual and group viewing should be provided. The use of this equipment for presenting student reports should be encouraged.



Equipment

TELEVISION

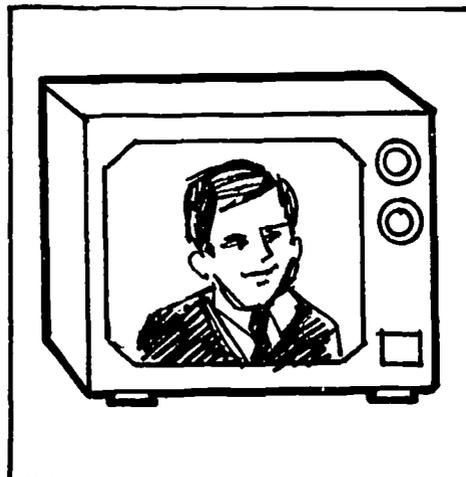
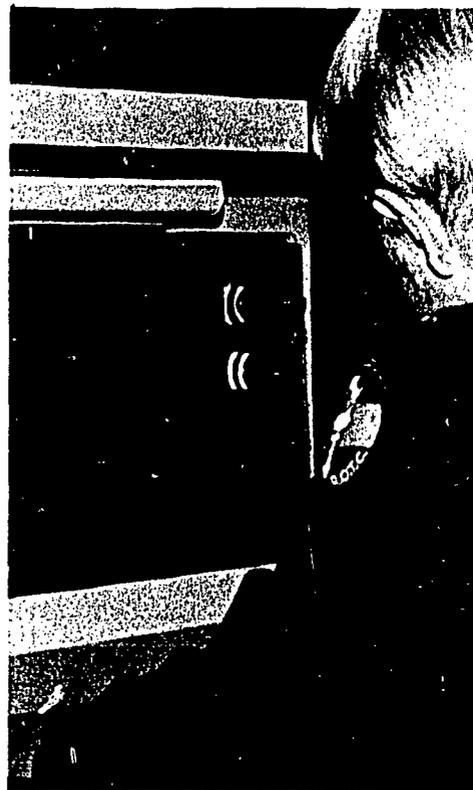
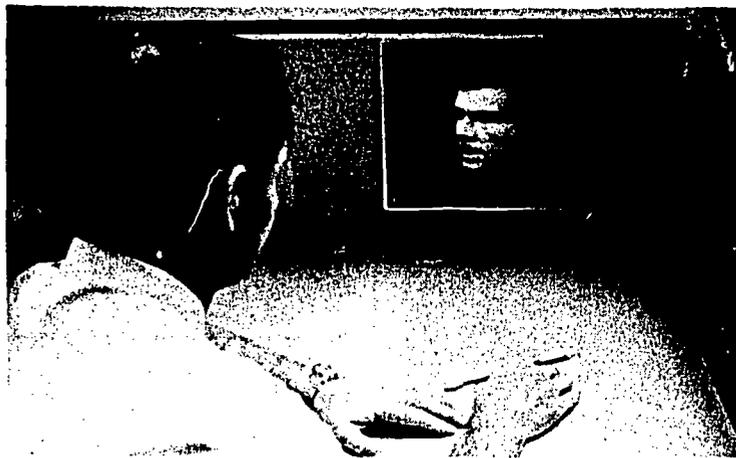
In addition to the usual classroom viewing of television programs, video tape readers make possible the individual pursuit of knowledge through this medium. Many teachers have also found it useful for criticizing their own work.



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SION

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AUDIO EQUIPMENT

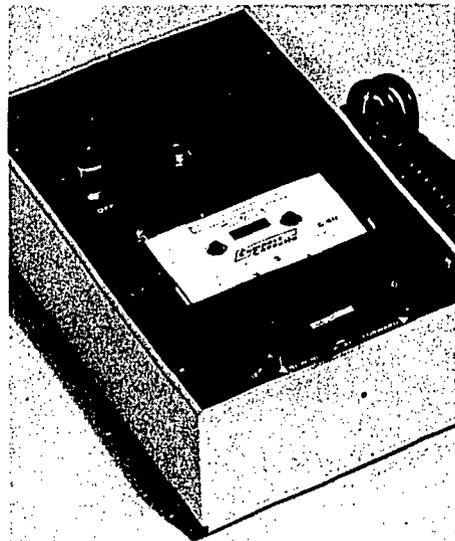
The advent of the audio tape cassette has opened many new vistas in education. Every school should be well equipped with audio recording and playback equipment. Used independently or with other equipment, it may become the most popular piece of equipment in education.





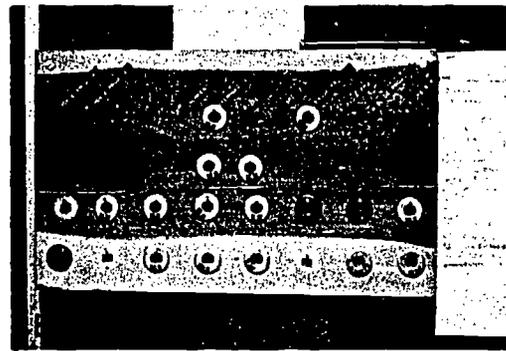
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Equipment

OTHER
VALUABLE
EQUIPMENT
NEEDED IN
EVERY
SCHOOL

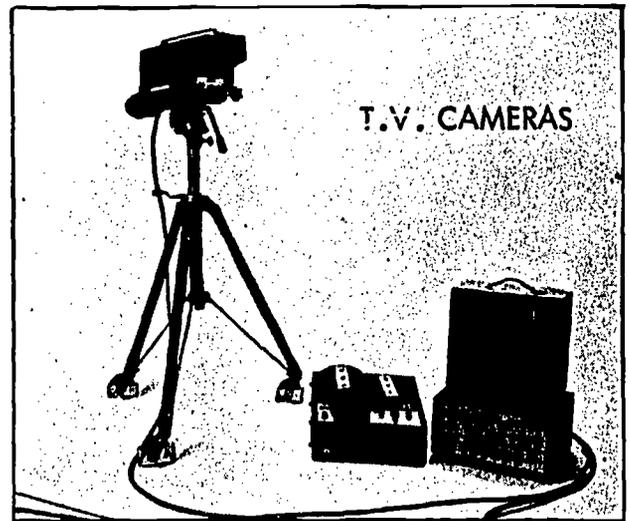


PROJECTION SCREENS

DARKEN



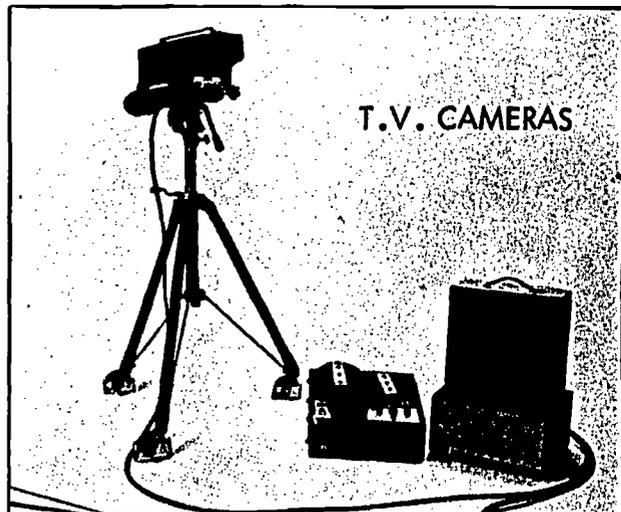
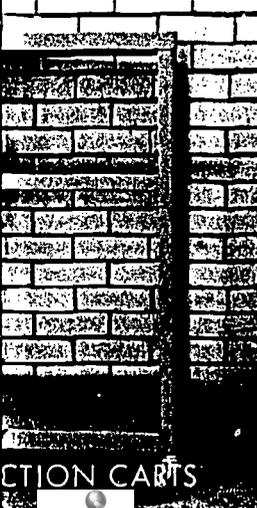
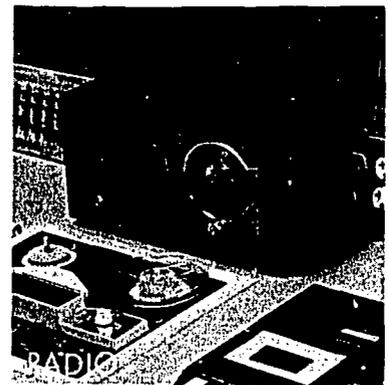
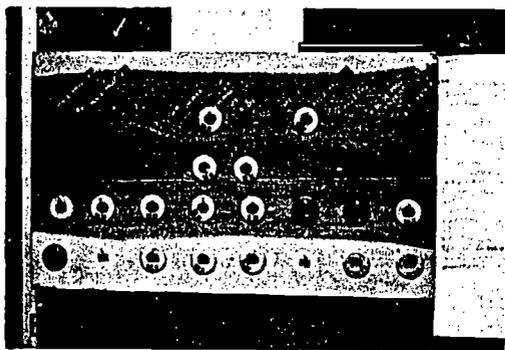
PROJECTION CARTS



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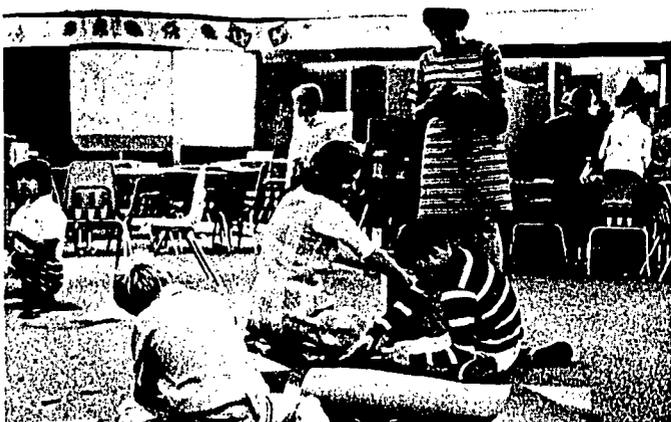
T.V. CAMERAS

OVERHEAD PROJECTORS

USING MEDIA



USING MEDIA



Materials

BOOKS

The book was the first medium used for "canning" or packaging information. While no longer exclusively serving this purpose, it is still the primary source and must be found in all types and in great abundance in every school. It is also one of the best media for story-telling.

SHELVING

Many types of shelving are available. Newer centers tend to use the low silhouette type.



BOOKS

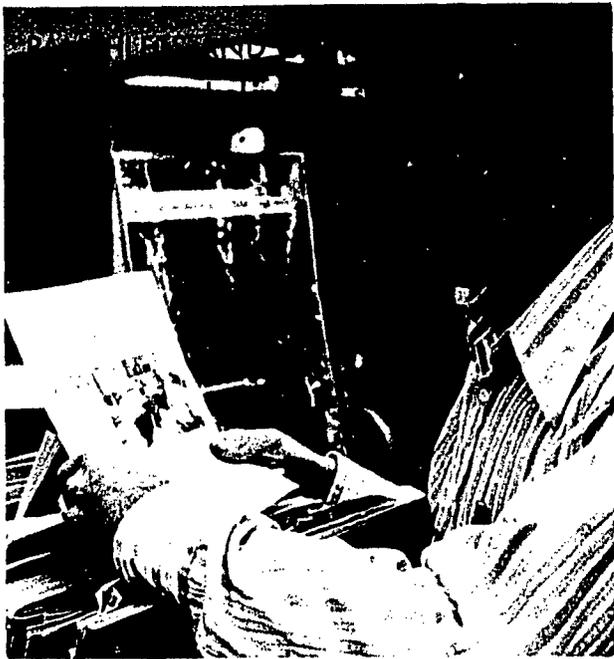
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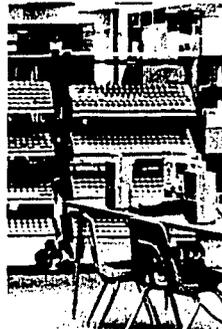






essential resource
Recently many schools
microfilm copies
their collection
are directed to

Materials

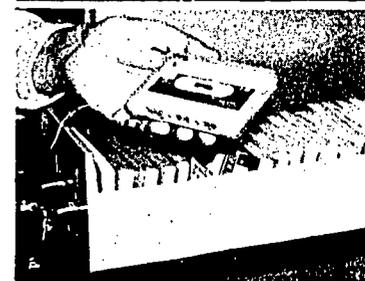
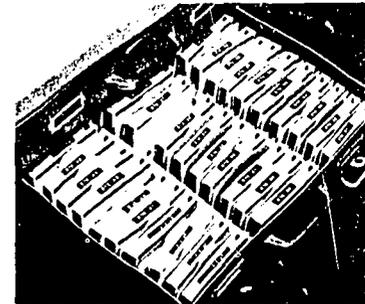


All types of visual materials should be available for both teacher and student use. A variety of storage arrangements are available to provide ready access to these materials.



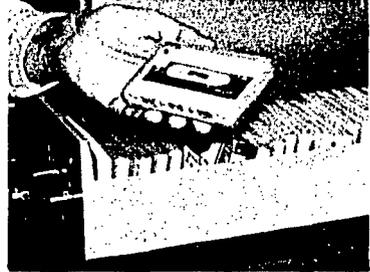
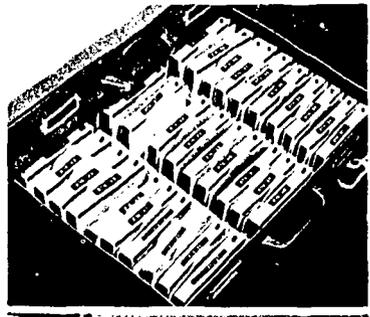
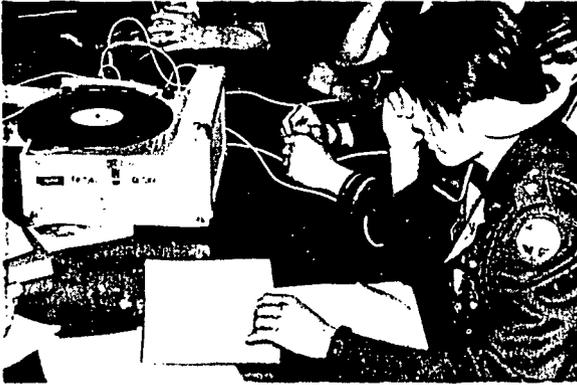
AUDIO RECORDING

This workhorse of the field has great versatility and is adaptable to many educational experiences.



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of the field has great
is adaptable to many
periences .



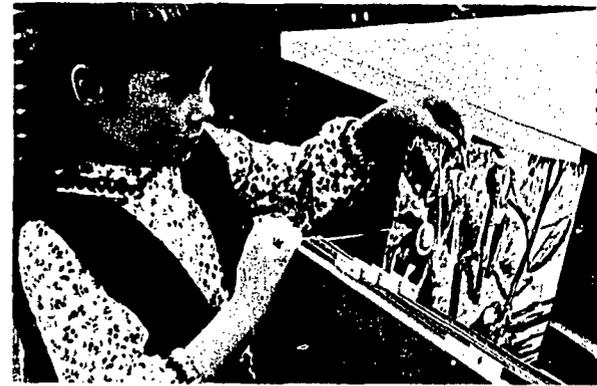
Materials (cont.)

SLIDES

An excellent resource for creating, slides should be available for student as well as teacher production and are easily produced locally.

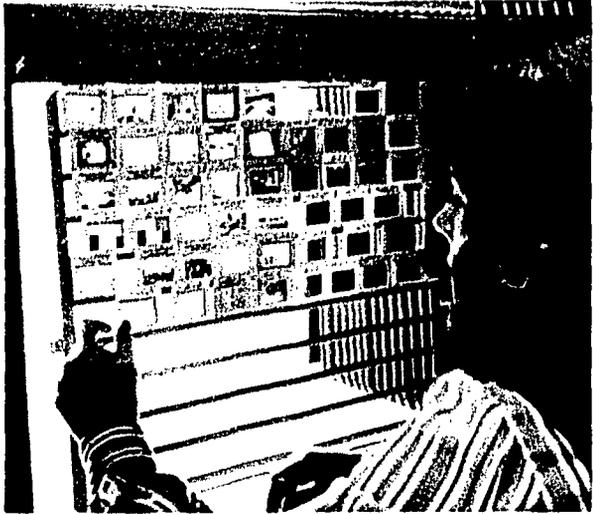
STUDY PRINTS

Study prints are an economical and highly interesting source of valuable information.



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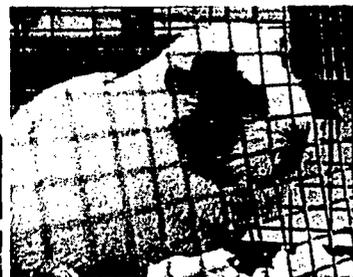


n economical and high-
 ce of valuable inform-



OTHER MATERIALS

A media system also provides for maps, globes, models, mock-ups, and realia.



LS.

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mock-ups, and realia.

