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AUTHOR Gold, Ben K.  
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## ABSTRACT

To identify factors that caused the majority of students at Los Angeles City College to prefer the traditional lecture-discussion approach to the media approach, questionnaires were administered to students in three courses--three media and two traditional. Over 200 usable questionnaires were returned. Because of scheduling variations and other factors, such as the newness of the Media Center and the related problems of lack of student awareness and necessary "debugging," some study contamination resulted. Nine tables provide the study data. Conclusions resulting from the study are: (1) schedule descriptions clearly need revisions; over half of the students did not know what TBA meant at time of enrollment, and nearly half did not know at the time of completion of the questionnaire; (2) there was little difference in TV viewing habits or hours of employment between students in the two types of classes; (3) only about 1 student in 10 had ever taken a "media" course previously; (4) before taking the course, about one-third of the "media" students and two-thirds of the "traditional" students thought the two approaches were of about equal difficulty; (5) nearly three-quarters of all the students indicated that prior to enrollment, their knowledge of "media" courses was vague or non-existent; (6) major reasons for choosing the "media" class were that it promised to be more interesting with more freedom in choosing hours; reasons for choosing "traditional" class were more conveniently scheduled hours and apparent lack of information about the "media" class; (7) students generally preferred the mode in which enrolled. (DB)

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LOS ANGELES CITY COLLEGE

"FACTORS AFFECTING STUDENT CHOICES OF  
INSTRUCTIONAL METHODOLOGIES"

Research Study #73-11

Ben K. Gold  
Research Office  
June, 1973

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## "FACTORS AFFECTING STUDENT CHOICES OF INSTRUCTIONAL METHODOLOGIES"

### PURPOSE OF THE STUDY

Three courses (History 13, Political Science 1, and Accounting 1) were scheduled in Spring, 1973 to be taught under a format which required the student to schedule part of his class time at his convenience in the Media Center (or other appropriate place) viewing T V or films, listening to audio tapes, or utilizing other avenues of individualized instruction. Response to these offerings was not as great as anticipated, with enrollments in all three "media-oriented" courses falling below expectations. Instructors of the classes approached the Research Director for assistance in identifying factors which caused the majority of students to prefer the traditional lecture - discussion approach to the "media" approach. This study is an outgrowth of those conversations.

### PROCEDURE OF THE STUDY

A brief literature search revealed a study\* which seemed to indicate that students "preferred teacher, rather than student, control of the learning situation," a conclusion which offered no conflict to the low enrollment picture described above.

After additional discussions with the instructors concerned, a questionnaire survey of students enrolled in "media" and in corresponding "traditional" classes was chosen as the vehicle for this study.

\* Connolly, John J. and Sepe, Thomas, Do Students Want Individualized Instruction? ERIC Clearinghouse for Junior Colleges, UCLA, Topical Paper #34, July, 1972.

PROCEDURE OF THE STUDY (continued)

Accordingly, a questionnaire was prepared, critiqued by the instructors, reviewed and submitted to students in "media" and "traditional" \*\* classes taught by the instructors in question. Completed instruments were analyzed as described in the next section. A copy of the questionnaire is appended to this report. (question #28 is shown as administered to the 3 hour History and Political Science classes. Hours were adjusted to total 5 instead of 3 for the 5 hour Accounting class).

FINDINGS

A number of factors make comparisons among the three classes difficult. Most significant of these is that the schedule descriptions differed markedly for all three, as follows:

Accounting 1 listed three courses in traditional 5 hour fashion, then, for the "media" classes, asked the student to select the lecture section (2 hours) and one "discussion" section (2 hours specified, one TBA). No mention was made of the term "media".

History 13 (the equivalent of traditional History 12) asked the student to select a lecture section (one hour) and a discussion group (one hour). The schedule then stated: "This course emphasizes audio-visual learning. The student will spend one hour each week in lecture, one hour in a small discussion section, and one hour at his convenience. viewing history filmstrip at the Library's Media Center."

\*\* no "traditional" Accounting class was available.

## FINDINGS

Political Science 1 listed fifteen "traditional" three hour lecture-discussion sections, then listed, under a new heading "MEDIA-ORIENTED POLITICAL SCIENCE 1," the "media" classes with a statement similar to the one indicated under History 13 above.

These scheduling variations, together with other factors such as the newness of the new Media Center (dedicated in April of the semester under consideration) and its related problems of lack of student awareness and necessary "debugging" produced some contamination in the study and should be kept in mind when reading this report.

Over two hundred usable questionnaires were returned to the Research Office for analysis. Table 1 tabulates responses (in number and percent) of the five groups participating in the survey. Tables 2 and 3 show rankings of checked reasons for choices of "media" or "traditional" classes and Tables 4 through 8 indicate, in arbitrary categorization, the write-in "most important" reasons requested in question number 26. Table 9 presents a weighted ranking of choices of instructional modes as indicated in question #28. These rankings were obtained by a weighing of five for first choice, three for second choice, and one for third choice.

TABLE 1 - Responses to Media Survey Questionnaire (percents in parentheses)

Question	Response	MEDIA CLASSES			TRADITIONAL CLASSES		
		History No. (N=78)	Political Science No. (N=24)	Accounting No. (N=24)	History No. (N=61)	Political Science No. (N=30)	
1. Your sex:	Male	37 (47.4)	7 (29.2)	11 (45.8)	31 (50.8)	19 (63.3)	
	Female	41 (52.6)	17 (70.8)	13 (54.2)	30 (49.2)	9 (30.0)	
2. Your age:	17	2 (2.6)	0 (0.0)	0 (0.0)	1 (1.7)	0 (0.0)	
	18	18 (23.1)	1 (4.3)	1 (4.2)	10 (16.7)	5 (16.7)	
	19	12 (15.4)	4 (17.4)	3 (12.5)	10 (16.7)	12 (40.0)	
	20	12 (15.4)	4 (17.4)	5 (20.8)	11 (18.3)	4 (13.3)	
	21-25	21 (26.9)	5 (21.7)	8 (33.3)	14 (23.3)	3 (10.0)	
	26-30	7 (9.0)	2 (8.7)	2 (8.3)	8 (13.3)	3 (10.0)	
Over 30	6 (7.7)	7 (30.4)	5 (20.8)	6 (10.0)	3 (10.0)		
	Mean	20	23	22	20	20	
3. What grade do you think you are earning (as of now) in this course?	A	18 (24.7)	0 (0.0)	2 (8.3)	6 (10.2)	3 (10.0)	
	B	28 (38.4)	8 (34.8)	11 (45.8)	17 (28.8)	5 (16.7)	
	C	22 (30.1)	12 (52.2)	5 (20.8)	25 (42.4)	14 (46.7)	
	D	5 (6.8)	3 (13.0)	6 (25.0)	10 (16.9)	7 (23.3)	
	F	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.7)	1 (3.3)	
	GPA Mean	2.81	2.22	2.37	2.29	2.07	
4. When you looked at the class schedule to decide which class to take, did you find the description of media course attractive?	Yes	47 (61.0)	21 (87.5)	8 (33.3)	10 (18.2)	13 (44.8)	
	No	3 (3.9)	1 (4.2)	2 (8.3)	1 (1.8)	3 (10.3)	
	No opinion	27 (35.1)	23 (8.3)	14 (50.3)	44 (80.0)	13 (44.8)	
5. Did you find the description of the "media" class confusing?	Very	0 (0.0)	1 (4.2)	3 (12.5)	2 (3.5)	1 (3.3)	
	A little	22 (28.2)	13 (54.2)	12 (50.0)	20 (35.1)	11 (36.7)	
	No	56 (71.8)	10 (41.7)	9 (37.5)	35 (61.4)	18 (60.0)	

Continued on next page



TABLE 1 (continued)

Question	Response	MEDIA CLASSES				TRADITIONAL CLASSES					
		History		Political Science		History		Political Science			
		No.	%	No.	%	No.	%	No.	%		
6. Do you know what "TBA" in the schedule stands for?	Yes	47	(61.0)	15	(62.5)	17	(70.8)	23	(39.0)	11	(37.9)
	No	29	(37.7)	9	(37.5)	6	(25.0)	36	(61.0)	18	(62.1)
7. Did you know what "TBA" in the schedule stood for when you enrolled in this course?	Yes	40	(51.9)	12	(52.2)	13	(54.2)	19	(33.3)	11	(36.7)
	No	37	(48.1)	10	(43.5)	1	(41.7)	38	(66.7)	17	(63.3)
8. How many hours per week do you usually watch TV at home?	0	8	(10.3)	3	(12.5)	6	(25.0)	5	(8.2)	3	(10.0)
	1-5	38	(48.7)	10	(41.7)	11	(45.8)	29	(47.5)	10	(33.3)
	6-10	11	(14.1)	10	(41.7)	6	(25.0)	16	(26.2)	9	(30.0)
	11-15	7	(9.0)	0	(0.0)	0	(0.0)	8	(13.1)	1	(3.3)
	16-20	9	(11.5)	0	(0.0)	0	(0.0)	1	(1.6)	1	(3.3)
	Over 20	5	(6.4)	1	(4.2)	1	(4.2)	2	(3.3)	5	(16.7)
Mean		7.1		5.3		6.4		6.1		8.5	
9. How many hours per week are you employed for pay?	0	23	(30.3)	9	(37.5)	8	(33.3)	19	(31.7)	8	(26.7)
	1-5	7	(9.2)	0	(0.0)	2	(8.3)	2	(3.3)	5	(16.7)
	6-10	5	(6.6)	0	(0.0)	0	(0.0)	2	(3.3)	2	(6.7)
	11-15	9	(11.8)	0	(0.0)	1	(4.2)	4	(6.7)	2	(6.7)
	16-20	13	(17.1)	2	(8.3)	3	(12.5)	12	(20.0)	4	(13.3)
	21-25	7	(10.5)	4	(16.7)	3	(12.5)	9	(15.0)	6	(20.0)
26-30	3	(3.9)	2	(8.3)	2	(8.3)	4	(6.7)	0	(0.0)	
Over 30	8	(10.5)	7	(29.2)	5	(20.8)	8	(13.3)	3	(10.0)	
Mean		13.8		16.6		14.5		8.9		11.6	
10. Prior to this semester, have you ever taken a "media" type course?	Yes	8	(10.3)	6	(25.0)	2	(8.3)	9	(15.0)	4	(13.3)
	No	70	(89.7)	18	(75.0)	22	(91.7)	51	(85.0)	26	(86.7)

Continued on next page.

TABLE 1 (continued)

Question	Response	MEDIA CLASSES				TRADITIONAL CLASSES					
		History No.	History %	Political + Science No.	Accounting No.	History No.	History %	Political Science No.	Political Science %		
11. Do you have a good friend who has taken a "media" type course?	Yes	34	(43.6)	5	(20.8)	5	(20.8)	21	(35.0)	7	(23.3)
	No	44	(56.4)	19	(79.2)	19	(79.2)	39	(65.0)	23	(76.7)
12. Before enrolling in this course, what was your general impression about the difficulty of the two approaches?	Traditional	44	(58.7)	10	(43.5)	12	(52.2)	17	(32.1)	9	(31.0)
	Media	3	(4.0)	4	(17.4)	3	(13.0)	3	(5.7)	3	(10.3)
	Same	37	(37.3)	9	(39.1)	8	(34.8)	33	(62.3)	17	(58.6)
13. How do you feel now about the difficulty of the two approaches?	Traditional	55	(72.4)	3	(14.3)	10	(45.5)	17	(34.0)	7	(25.9)
	Media	4	(5.3)	10	(47.6)	0	(0.0)	4	(8.0)	4	(14.8)
	Same	17	(22.4)	8	(38.1)	12	(54.5)	29	(58.0)	16	(59.3)
14. Before enrolling in this course, how much did you know about the "media" type courses?	All	1	(1.3)	3	(13.0)	2	(8.7)	1	(1.8)	1	(3.4)
	Pretty good	18	(23.7)	5	(21.7)	3	(13.0)	13	(22.8)	6	(20.7)
	idea	33	(43.4)	4	(17.4)	11	(47.8)	21	(36.8)	15	(51.7)
	Vague	24	(31.6)	11	(47.8)	7	(30.4)	22	(38.6)	7	(24.1)
Nothing											

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TABLE 1 (continued)

	MEDIA CLASSES				TRADITIONAL CLASSES					
	History		Political Science		Accounting		History		Political Science	
	No.	%	No.	%	No.	%	No.	%	No.	%
(B) REASONS FOR CHOOSING "MEDIA" COURSE										
15. Friends advised me to choose a "media" course	34	(43.6)	2	(8.3)	0	(0.0)				
16. I like the freedom of choosing my own hours	55	(70.5)	17	(70.1)	13	(54.2)				
17. I felt the "media" course would help in setting my own pace	47	(60.3)	15	(62.5)	11	(45.8)				
18. The "media" course sounded more interesting	57	(73.1)	20	(83.3)	10	(41.7)				
19. I felt I could learn better with a new approach	48	(61.5)	20	(83.3)	8	(33.3)				
20. I thought the "media" course would be easier	36	(46.2)	14	(58.3)	8	(33.3)				
21. The instructor I wanted was not available in the "traditional" course	10	(12.8)	2	(8.3)	2	(8.3)				
22. The description of the "media" course in the schedule intrigued me	31	(39.7)	13	(54.2)	8	(11.5)				
23. I like to try new things	44	(56.4)	18	(75.0)	13	(54.2)				
24. I had a "media" type course before and wanted another one	8	(10.3)	6	(25.0)	3	(12.5)				
25. Other reason(s)	4	(5.1)	4	(16.7)	2	(8.3)				

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TABLE 1 (continued)

	MEDIA CLASSES				TRADITIONAL CLASSES					
	History		Political Science		Accounting		History		Political Science	
	No.	%	No.	%	No.	%	No.	%	No.	%
(A) <u>REASONS FOR CHOOSING "TRADITIONAL" COURSES</u>										
15. "Traditional" classes were scheduled at more convenient hours							30	(49.2)	13	(43.3)
16. Description of "media" classes in scheduling was confusing							11	(18.0)	4	(13.3)
17. I didn't want the responsibility of arranging hours in the media center							14	(23.0)	8	(26.7)
18. Instructor I wanted was not available in "media" course							2	(3.3)	4	(13.3)
19. I didn't really know what a "media" course was all about so played safe and enrolled in a "traditional" course							26	(42.6)	10	(33.3)
20. I felt I could learn better through traditional lecture-discussion approach							15	(24.6)	6	(20.0)
21. Friends warned me against "media" courses							1	(1.6)	1	(3.3)
22. Media center was not open at times convenient to me							7	(11.5)	3	(10.0)
23. I thought the "traditional" course met my major requirements better than the "media" course							16	(26.2)	6	(20.0)
24. I'm not self-disciplined enough to schedule my own time							7	(11.5)	3	(10.0)
25. Other reason(s)							3	(4.9)	1	(3.3)

TABLE 1 (continued)

Response	MEDIA CLASSES				TRADITIONAL CLASSES					
	History		Political Science		History		Political Science			
	No.	%	No.	%	No.	%	No.	%		
27. Write in: History 13 can be used to meet the same graduation and transfer requirements as Hist. 12.										
True	57	(73.1)	8	(36.4)	4	(20.0)	23	(40.0)	6	(24.0)
False	3	(3.8)	0	(0.0)	2	(10.0)	5	(8.8)	2	(8.0)
Don't know	18	(23.1)	14	(63.6)	14	(70.0)	29	(50.9)	17	(68.0)
28. Knowing what you now know, which of the following would you choose for this course? (1st choice)										
1	1	(1.6)	3	(15.0)	3	(16.7)	21	(39.6)	2	(8.3)
2	4	(6.3)	4	(20.0)	1	(5.6)	10	(18.9)	3	(12.5)
3	1	(1.6)	5	(25.0)	6	(33.3)	7	(13.2)	4	(16.7)
4	52	(81.3)	7	(35.0)	3	(16.7)	9	(17.0)	9	(37.5)
5	4	(6.3)	0	(0.0)	2	(11.1)	2	(3.8)	3	(12.5)
6	2	(3.1)	1	(5.0)	2	(11.1)	1	(1.9)	2	(8.3)
7	0	(0.0)	0	(0.0)	1	(5.6)	3	(5.7)	1	(4.2)
(2nd choice)										
1	0	(0.00)	1	(0.05)	2	(0.12)	8	(0.16)	0	(0.0)
2	8	(12.7)	5	(0.25)	3	(0.19)	22	(0.44)	0	(0.0)
3	9	(14.3)	5	(0.25)	4	(0.25)	6	(0.12)	5	(0.26)
4	8	(12.7)	2	(0.10)	6	(0.38)	4	(0.08)	6	(0.32)
5	16	(25.4)	3	(0.15)	0	(0.00)	5	(0.10)	4	(0.21)
6	18	(28.6)	3	(0.15)	1	(0.06)	4	(0.08)	3	(0.16)
7	4	(6.3)	1	(0.05)	0	(0.00)	1	(0.02)	1	(0.05)
(3rd choice)										
1	3	(4.9)	2	(0.10)	4	(0.29)	9	(0.18)	1	(0.06)
2	8	(13.1)	3	(0.15)	1	(0.07)	4	(0.08)	3	(0.19)
3	13	(21.3)	2	(0.10)	2	(0.14)	19	(0.39)	3	(0.19)
4	3	(4.9)	5	(0.25)	1	(0.07)	6	(0.12)	3	(0.19)
5	16	(26.2)	4	(0.20)	4	(0.29)	6	(0.12)	6	(0.37)
6	11	(18.0)	1	(0.05)	1	(0.07)	3	(0.06)	1	(0.06)
7	7	(11.5)	3	(0.15)	1	(0.07)	2	(0.04)	2	(0.13)

**TABLE 2 - Ranking of Reasons for Selecting "Media" Course**

No.	Reason	R A N K			Total (N = 126)
		History 13 (N = 78)	Poli.Sci. 1 (N = 24)	Accounting 1 (N = 26)	
18.	The "media" course sounded more interesting	1	1.5	4	1
16.	I like the freedom of choosing my own hours	2	4	1	2
19.	I felt I could learn better with a new approach	3	1.5	5	3
23.	I like to try new things	5	3	2	4
17.	I felt the "media" course would help in setting my own pace	4	5	3	5
20.	I thought the "media" course would be easier	6	6	6	6
22.	The description of the "media" course in the schedule intrigued me	8	7	7	7
15.	Friends advised me to choose a "media" course	7	10	11	8
24.	I had a "media" type course before and wanted another	10	8	8	9
21.	The instructor I wanted was not available in the "traditional" course	9	11	9	10
25.	Other reason(s)	11	9	10	11

**TABLE 3 - Ranking of Reasons for Choosing "Traditional" Course**

No.	Reason	R A N K		Total (N=91)
		History 12 (N=)	Poli.Sci. 1 (N=30)	
15.	"Traditional" classes were scheduled at more convenient time	1	1	1
19.	I didn't really know what a "media" course was all about so played safe and enrolled in a "traditional" course	2	2	2
17.	I didn't want the responsibility of arranging hours in the media center	5	3	3
23.	I thought the "traditional" course met my major requirements better than the "media" course	3	5	4
20.	I felt I could learn better through traditional lecture-discussion approach	4	4	5
16.	Description of "media" classes in schedule was confusing	6	6	6
22.	Media center was not open at times convenient to me	7	8	7
24.	I'm not self-disciplined enough to schedule my own time	8	9	8
18.	Instructor I wanted was not available in "media" course	10	7	9
25.	Other reason(s)	9	11	10
21.	Friends warned me against "media" course	11	10	11

**TABLE 4 - "Most Important" Reasons: History  
(Write-in, #26)**

<b>COMMENTS</b>		<b>Total</b>
<b>INTERESTING (MORE SO THAN TRADITIONAL)</b>		<b>20</b>
Seemed interesting .....	6	
(and fun .....	2	
(for studying a difficult & disliked subject...2)		
Sounded like fun class (or enjoyable).....	2	
Interested in media and course sounded interesting.....	1	
Not interested in history -- hoped new approach would make it more interesting and it did.....	1	
History 13 sounded more interesting than others offered...	1	
Thought media type course would eliminate the boredom of traditional classes.....	1	
Hard to concentrate in traditional unless lecturer is dynamic .....	1	
Daydream in lectures -- thought film strips would over- come this habit.....	1	
Five classes a day of lecture are boring.....	1	
Not as boring as all lecture classes.....	5	
<b>HOURS</b> .....		<b>19</b>
Fit schedule .....	9	
Freedom to schedule own hours.....	4	
Flexible scheduling.....	5	
Only have to sit in class 1 hour at a time.....	1	
<b>REQUIRED COURSE</b> .....		<b>16</b>
Fulfills requirements .....	9	
(learned History 13 would fulfill same require- ment as History 11 and History 12..... 1)		
Need to get three transferable units to UCLA.....	1	
Need for graduation or transfer.....	5	
Need for G.I. benefits.....	1	
<b>LEARN(ED) MORE (OR BETTER)</b> .....		<b>14</b>
Slow learner can learn at own speed.....	2	
Impossible to flunk course -- take notes like and when you want -- nothing is left out -- if you take notes you know the lesson .....	1	
Learn better without M W F deadline pressure.....	1	
Learn better than traditional and get better grades.....	1	
Anticipated learning plenty from it.....	1	
Audio-visual great aid to learning.....	1	
Learn more in media center (TV and film) than lecture.....	2	
Allows for correlation of material being learned.....	1	
Learned and appreciated more about History.....	1	
Media type helped to retain first lesson so did not find it necessary to study for final examination.....	1	
Learned at own pace.....	2	

Continued on next page

Table 4 (continued)

C O M M E N T S	Total
<u>NEW</u> .....	9
Wanted to try a new thing or a different approach.....	8
Wanted to sample the type of course he views as a pre- dominant educational tool of the future.....	1
<u>INSTRUCTOR</u> .....	6
Friend said teacher had a good sense of humor.....	1
Was recommended by a friend.....	1
Wanted that particular instructor.....	2
Liked the teacher.....	1
Teacher made the course interesting.....	1
<u>CURRENT HISTORY COURSE</u> .....	5
Wanted a recent US History course (not History of 100 or so years ago)	
<u>RECOMMENDED</u> .....	4
By friend(s) .....	2
By counselor.....	2
<u>EASY</u> .....	4
Easier than traditional.....	1
Felt it would make History easier to grasp (always had difficulty fitting dates and events into a related whole picture of history).....	1
Teacher said it was easy.....	1
Traditional class is frightening.....	1
<u>STUDENT RESPONSIBLE</u> .....	2
Everything "I" miss is "my" fault .....	1
Chose for self what I wanted to do.....	1
<u>SUBJECT MATTER</u> .....	2
Love History .....	1
Interesting topic.....	1
<u>MISCELLANEOUS</u> .....	3
No reason -- took History 13 instead of History 12.....	1
Neither method is superior.....	1
Best class of the semester.....	1
Total responses	
104*	

\* some students indicated more than one reason

**TABLE 5 - "Most Important" Reasons: Political Science  
Media (write-in #26)**

<u>COMMENTS</u>	<u>Total</u>
<u>HOURS</u> .....	5
(flexible scheduling)	
(although "TBA" was 2 hours -- not one.....(1)	
(thought lecture, discussion and research would be combined in media type -- "little did I know"..(1)	
<u>NEW</u> .....	5
Wanted to try new approach..... 4	
(but media needs straightening out to be more helpful.....(1)	
(Did poorly with traditional.....(1)	
Freshness of varied multi-media course better than uni-media course despite ungainly hours .....	1
<u>LEARN MORE (OR BETTER)</u> .....	5
Accomplish more in media oriented class..... 1	
Learn at own pace .....	2
Cover more areas in politics with better understanding.... 1	
Get better understanding of our government in discussion.. group.....	1
<u>PAST MEDIA EXPERIENCE</u> .....	4
Has working experience and career goal in media field so feels close to media approach .....	1
Has been educated by the media for years so finds easy adjustment to media method in school.....	1
Experienced success in History 13 media class..... 2	
(expected same success in Political Science ...(1)	
<u>INTERESTING</u> .....	2
Provides a varied approach .....	1
Thought "media" would be more stimulating due to its variety .....	1
<u>REQUIRED COURSE (for graduation, etc.)</u> .....	2
<u>EASIER</u> .....	1
<u>SUBJECT MATTER</u> .....	1
(Wanted an interesting class so chose Political Science)	
<u>CURIOSITY</u> .....	1
<u>FACILITIES</u> .....	1
<u>AVAILABILITY OF CLASSES</u> .....	1
Total responses	28

**TABLE 6 - "Most Important" Reasons: Accounting Media  
(Write-in, #26)**

<u>C C M M E N T S</u>	<u>Total</u>
<u>MISUNDERSTANDING</u> .....	5
Didn't know meaning of "TBA" .....	4
Thought it was a lecture and discussion class.....	1
<u>HOURS</u> .....	4
Convenient .....	3
Nice to have 4 instead of 5 hours.....	1
<u>INSTRUCTOR</u> .....	4
Wanted that particular instructor.....	3
Had a lousy Accounting 1 teacher in the evening.....	1
<u>NEW</u> .....	3
Wanted to try something new .....	1
Wanted to participate in self-paced learning .....	1
New way of learning -- review of material .....	1
<u>AVAILABILITY OF THE CLASS</u> .....	2
<u>LEARN MORE (OR BETTER)</u> .....	1
Media improves understanding -- outlines subject	
<u>INTERESTING</u> .....	1
(more so than traditional)	
<u>SUBSTITUTE</u> .....	1
(for first choice class)	
<b>Total responses</b>	<b>21</b>

**TABLE 7 - "Most Important" Reasons: History  
Traditional (Write-in, #26)**

<u>C O M M E N T S</u>	<u>Total</u>
<u>HOURS</u> .....	14
Fit schedule .....	13
(although traditional classes are fantastically boring (1)	
Had no other choice .....	1
<u>REQUIRED COURSE</u> .....	11
(to fulfill major, or transfer, or graduation requirements)	
<u>UNAWARE OF OPTIONS</u> .....	6
Didn't know of media class .....	4
(until too late -- would prefer it -- likes new things .. (1)	
Didn't know could make a choice .....	2
<u>INSTRUCTOR</u> .....	5
Heard the instructor was good .....	4
The instructor makes the course interesting and appealing .....	1
<u>LEARN(ED) MORE (OR BETTER)</u> .....	2
Learn better by writing .....	1
Media would be good with a good instructor, otherwise more is gained from personalized class lecture.....	1
<u>INTERESTING (ENJOYABLE)</u> .....	2
Thought it would be more interesting .....	1
Enjoy lecture and discussion better than viewing film strips alone; enjoy interpersonal activity of lecture and discussion class.....	1
<u>SUBJECT MATTER</u> .....	4
Chose History 11 and History 12 because had some know- ledge of subject in high school and thought this would compensate for being a poor reader.....	1
Wanted to broaden knowledge of History -- had History 11 and wanted to follow it with History 12.....	1
Already had History 13 -- wanted History 12 .....	1
Likes History .....	1
<u>EASIER</u> .....	3
Thought traditional would be easier.....	2
Afraid of new program (media) .....	1
<u>BETTER COMMUNICATION</u> .....	1
<u>MISCELLANEOUS</u> .....	9
Wanted to try something new .....	2
No choice made .....	2
Took conservative approach -- media offered nothing in his field .....	1
Indifferent .....	1
Doesn't matter -- although dislikes a lot of reading -- can't take notes if lecture is interesting .....	1
Didn't want to watch films .....	1
Lacked self-discipline .....	1
Total responses	57

**TABLE 8 - "Most Important" Reasons: Political Science  
Traditional (write-in #26)**

COMMENTS	Total
<b>HOURS</b> .....	8
Fit into schedule -- more convenient hours (set hours more convenient ... (1)	
<b>INSTRUCTOR</b> .....	4
Enjoyed teacher and his teaching methods (previously enrolled in his class) .....	1
Effective, thorough and fair .....	1
Advised to take the instructor of that class .....	1
Teacher was recommended .....	1
<b>EASIER (OR SAFER)</b> .....	4
Media new -- traditions seemed safer .....	1
Afraid media wouldn't be easy .....	1
Afraid to try something unknown -- might be more work....	1
Lecture is definite source of information -- media de- pends on student's ability to recognize information.....	1
<b>CHANCE</b> .....	4
Few classes left at registration -- took leftovers .....	1
Didn't know type of class was taking .....	1
Too rushed at registration to check into a media class....	1
Could care less as long as class is interesting so won't fall asleep from boredom .....	1
<b>SUBJECT MATTER</b> .....	2
Likes the subject .....	1
Was what student really wanted .....	1
<b>LEARN(ED) MORE</b> .....	2
Influenced according to method in which learned the most ..	1
In media student is limited by his abilities whereas with a lecture class the teacher has the degree, not the student .....	1
<b>RECOMMENDED (BY A COUNSELOR)</b> .....	1
<b>INTERESTING</b> .....	1
Traditional courses sounded appealing when mentioned and advised of History requirement by counselor	
<b>MISCELLANEOUS</b> .....	4
Wanted to try a new approach .....	2
Media class more relevant (perhaps less dogmatic trivia)...	1
Media reinforced traditional learning .....	1
Total responses	30

**TABLE 9 - Weighted Rankings of Choices of Instructional Mode (Question #28)**  
 (Weight: 1st choice 5, second choice 3, third choice 1)

C H O I C E	History	Poli.Sci.	Acctg.	History	Poli.Sci.	All	All
	Media	Media	Media	Trad.	Trad.	Media	Trad.
(1) Three (5)* lecture hours	7	4	3	1	6	6	1
(2) Two (3) lecture hours, one (2) small discussion sections	4	3	4	2	5	4	2
(3) Two (3) lecture hours, one (2) hours to be arranged in media center	5	2	1	3	2	2	4
(4) One (2) lecture hours, one discussion section, one (2) hours TBA in media center	1	1	2	4	1	1	3
(5) One (2) lecture hours, two (3) hours TBA in media center	2	6	5	5	3	3	5
(6) No lecture, one (2) discussion sections, two (3) hours TBA in media center	3	5	6	61	4	5	6
(7) Entire course to be taught via media	6	7	7	7	7	7	7

\*numbers in parentheses refer to Accounting class



#### SUMMARY AND CONCLUSIONS

This study attempts to identify factors affecting choices of institutional methodologies. More specifically, it was designed to provide some insights into reasons for enrollments below expectations in three courses, offered in Spring 1973, using a format which included a requirement that the student arrange and spend time in the media center viewing and listening to audio-visual materials.

Because of several factors contaminating the study, the conclusions stated below should be looked upon as observations or hypotheses for further study. Nevertheless, it is hoped that some information is provided that will be helpful in future scheduling of "Media-oriented" courses. Following, then, are some conclusions from the data:

- (1) Schedule descriptions clearly need revisions. Over half of the students did not know what TBA meant at the time of enrollment, with nearly half not knowing at the time of completing the questionnaire. Four of five students in History 12 indicated "no opinion" when asked if they found the media class description attractive, apparent indicating many of them were not aware of the class's existence. Nearly two-thirds of the Accounting and over half of the Political Science "media" students found the schedule descriptions either "a little" or "very" confusing.
- (2) Little differences in TV viewing habits or hours of employment can be seen between students in "media" classes and those in "traditional" classes. Students average 6-8 hours per week watching TV and about two-thirds of them are employed, averaging about 15 hours per week.
- (3) Only about one student in ten had ever taken a "media" course before, and about a third had a friend who had taken one.

## SUMMARY AND CONCLUSIONS (continued)

- (4) Before taking the course, about one-third of the "media" students and two-thirds of the "traditional" students thought the two approaches were of about equal difficulty. In both groups, those who saw a difference thought the "traditional" to be more difficult. In responding to the same question at the time of completing the questionnaire (almost the end of the semester), the percentages indicating equal difficulty changed little. Although numbers are small, it appears that the Political Science "media" students who indicated a difference reversed their thinking and indicated the "media" course to be more difficult than the "traditional," a fact not observed in the other two "media" classes.
- (5) Nearly three quarters of the students (in all classes) indicated their knowledge of "media" courses before enrollment to be vague or non-existent.
- (6) Three-fourths of the students enrolled in History 13 were aware that it could be used to meet the same graduation and transfer requirements as History 12. Only about one-third of the other students were so aware.
- (7) Major reasons for choosing the "media" class seemed to be that it promised to be more interesting, permitted freedom in choosing hours, and offered hope of better learning. Major reasons for choosing the "traditional" class were more conveniently scheduled hours and an apparent lack of information about the "media" class, with a resultant caution about trying it.
- (8) When asked to indicate preferences as to instructional mode based on what they now know, students generally tended to indicate the mode they were enrolled in. Of seven choices, students in "traditional" History rated "three lecture hours" first, students in "media" History rated it last. However, students in Political Science "media" classes rated the three lecture hour approach fourth and those in "traditional" Political Science rated it sixth. Although there is some confusion in preference regarding the allocation of lecture, discussion, and media hours all students clearly reject the concept that the entire course be taught via media.

In summary, it appears that there is much confusion in students' minds as to what a "media" course really is, that the schedule descriptions did little to clear this confusion, that the equivalency of History 12 and 13 is not understood, and that, once exposed to a "media" course, students generally think it a valuable mode of instruction but would strongly resist a "media only" course.

\* \* \* \* \*





EVERYONE PLEASE ANSWER THE REMAINING QUESTIONS

26. Please write, in your own words, what to you was the most important reason for making the choice you did.

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27. Please mark true or false: History 13 can be used to meet the same graduation and transfer requirements as History 12.

True \_\_\_\_\_ False \_\_\_\_\_ Don't know \_\_\_\_\_

28. Knowing what you now know, which of the following would you choose for this course? (Assume other factors such as instructor, hours, etc., are the same). Place a 1 beside your first choice, a 2 beside your second choice, and a 3 beside your third choice.

- (1) \_\_\_\_\_ three lecture hours
- (2) \_\_\_\_\_ two lecture hours, one small discussion section
- (3) \_\_\_\_\_ two lecture hours, one hour to be arranged in the media center
- (4) \_\_\_\_\_ one lecture hour, one small discussion section, one hour to be arranged in the media center
- (5) \_\_\_\_\_ one lecture hour, two hours to be arranged in the media center
- (6) \_\_\_\_\_ no lecture, one small discussion section, two hours to be arranged in the media center
- (7) \_\_\_\_\_ entire course to be taught via media

Thank you very much for your assistance.

Please return this form to the person who asked you to fill it out UNIVERSITY OF CALIFORNIA  
LOS ANGELES

JUL 7 1973

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