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ABSTRACT

These proceedings summarize the Fourth Nationwide Vocational Education Dissemination Conference that concentrated on the knowledge, tools, techniques, and topical areas needed by disseminators, linkers, and other change agents. Introductory materials are a conference overview, reflections on the conference, and the agenda. Brief summaries follow of 25 workshops, presentations, and demonstrations conducted during the conference. Each single-page summary provides the title, type of activity, presenter(s) and affiliation, one- or two-sentence statement of the activity's general focus, and a more detailed section entitled "Topics Treated and Approach Used." For many activities, the reader is referred for further information to the presenter, a resource organization, or copies of pertinent handouts included in the text. Topics covered include teleconferencing, innovation, Requests for Proposals, curriculum linking, effective advertisements (brochures, fliers, posters), film production, education/business/industry linkages, marketing, resource services, tracking dissemination, information dissemination through the press, attitudes toward change, National Diffusion Network, dissemination for aging populations, using ERIC and the Resource and Referral Service, computer use, cost recovery systems, promotion, transferable skills, resource centers, learning styles, writing product abstracts, and dissemination networks. A list of participants is appended. (YLB)

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ED215148

A RECAP OF THE FOURTH NATIONWIDE VOCATIONAL EDUCATION DISSEMINATION CONFERENCE

The Proceedings

November 17-19, 1981

Compiled by

Norman M. Singer
Shelley Grieve
The National Center for Research in Vocational Education

U S DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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CONTENTS

FOREWORD v

EXECUTIVE SUMMARY vii

A CONFERENCE OVERVIEW 1

SOME REFLECTIONS ON THE FOURTH NATIONWIDE VOCATIONAL EDUCATION DISSEMINATION CONFERENCE 5

THE AGENDA 7

SESSIONS AND WORKSHOPS 17

Teleconferencing: Toward More Productive Development, Dissemination, and Training 19

The Dissemination/Diffusion Game 21

Disseminating Your RFPs 25

The Basics of Curriculum Linking 29

Brochures, Fliers, and Posters: Good Approaches 31

Making Movies to Portray Good Career and Vocational Education . . . 33

Disseminators as Linkers With Business and Industry 37

Marketing as a Dissemination Activity 39

The Challenge of Uncertainty 41

Structuring Services of a Program Resource Center 43

Open Forum: Approaches to Tracking Dissemination Activity 47

Disseminating Information Through the Press 49

How Do You Feel About Change? Dissemination? 51

What NDN Can Do For You and With You 55

Problems of Dissemination for Older Populations 57

CONTENTS--Continued

Using ERIC and RDx to Answer User Questions 59

Using Computers (Telecommunications and Message Switching/Vocational Curriculum Materials Feasibility Study/R[illegible] Database) 61

Cut Curriculum Development Costs: Use a Cost-Recovery System in Dissemination 65

Two Videotapes: Nearly Everything You Always Wanted to Know About Dissemination, But Were Too Befuddled to Ask and The Information Society 67

Cheap 'n' Easy Ways to Promote Your Products 71

What Disseminators Should Know About Transferable Skills 73

Resource Centers: All Things To All People 75

Learning Styles: What Disseminators Should Know 77

Writing Product Abstracts to Promote Product Use 83

Generating Networks for Better Dissemination 85

APPENDIX: Participants (Roster) 89

FOREWORD

A Recap of the Fourth Nationwide Vocational Education Dissemination Conference records the proceedings of that event, which was held at the National Center on November 17-19, 1982. In developing its "toolbox" theme, the conference was composed of a variety of large- and small-group sessions that concentrated on the knowledge, tools, techniques, and topical areas needed by disseminators, linkers, and other change agents. As a record of conference activity and a guide to additional resources, this recap should be of interest, not only to the conference participants, but also to others involved in or interested in dissemination for program improvement in vocational education.

The proceedings were compiled by Norman M. Singer, conference coordinator, and Shelley Grieve, assistant coordinator. Additional editorial assistance was provided by Brenda Sessley of the National Center's Field Services staff.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

These proceedings summarize the Fourth Nationwide Vocational Education Dissemination Conference, which was held at the National Center on November 17-19, 1981. In addition to a conference overview, a single-page summary is provided for each conference activity (large group session, workshop, film screening, and so forth) that gives a one- or two-sentence statement of the activity's general focus, as well as a more detailed section entitled "topics treated and approach used." For many of the conference activities, the reader is referred for further information to the presenter, a resource organization, or to copies of pertinent handouts included in the text. A conference agenda and a list of the participants are also included.

A CONFERENCE OVERVIEW

In planning the Fourth Nationwide Vocational Education Dissemination Conference, the dissemination staff at the National Center began with a review of the purposes and effects of the three prior conferences held for vocational education personnel during 1978-1980. Those earlier conferences had been designed primarily to induce and promote dissemination network activity among three organizations perceived to have direct responsibilities for state, regional, or nationwide dissemination and utilization: the National Research Coordinating Unit Association (NRCUA), the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), and the National Center. This year, the director's council of the NNCCVTE and the executive committee of the NRCUA helped in considering the thematic options for the fourth conference. After extended discussion, the value of emphasizing the most practical aspects of vocational education dissemination became clear and compelling. Hence, the planners confirmed a "tool box" theme as a timely and appropriate direction.

This year's conference was developed to be an important event for those involved in--and those wanting to find out more about--vocational education dissemination and program improvement. A major objective was to include in the agenda a wide variety of workshop-type events during which participants would learn more about the tools and techniques available to best promote the use of R&D results. Another objective was to bring to the fore an array of conference activities and topics that would appeal to the diverse array of individuals doing dissemination work in local, state, regional, and national organizations or agencies.

The final program was the result of both serendipity and organization. As the list of conference preregistrants grew, so did the list of workshop topics and presenters. In several cases, registrant's special interests, as noted on their reply forms, suggested agenda additions.

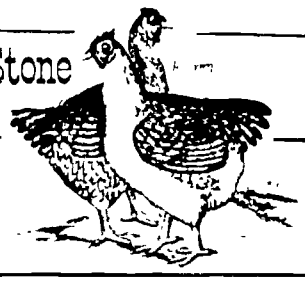
[illegible]e many components of this year's conference, two perhaps minor, [illegible]nd effective, details stand out. As the planning of each conference proceeded, the coordinators prepared "The Two-Birds-With-One-Stone Form" (opposite page) as a dual-purpose planning tool. It was designed to encourage thoughtful preparation of conference events and to facilitate the final reporting of the conference proceedings.

Conference planners also realized [illegible], with a hectic agenda of over twenty-five workshops, demonstrations, [illegible] group activities, participants could benefit by having some mechanism for exchanging information about resources they had to share or wished to locate. Prior conferences, given their different purposes, tended to afford opportunities for this type of exchange through particular conference sessions. To enable such an exchange

this year, the "swap shop" was developed. A specially-designed bulletin board was constructed and supplied with forms to facilitate this exchange of ideas, needs, and resources.

Written evaluation forms and other feedback after the conference suggested that the tools and techniques approach to this year's conference was generally well-received.

Two Birds with One Stone



for the Fourth Nationwide Vocational Education Dissemination Conference

[illegible]

Use one form to:

MEMO!

- PLAN your session
- REPORT on your session for the conference proceedings

[illegible]

1. Please develop and submit (envelope enclosed) by November 6
2. At the conference, we'll return your form to you. Please REVISE and RESUBMIT after your conference session(s), before you leave the conference.

PRESENTER(S):

1 _____

2 _____

3 _____

NAME OF SESSION:

_____

_____

TYPE OF SESSION:

- ☐ MINISESSION
- ☐ LARGE GROUP ACTIVITY
- ☐ OTHER _____

SESSION DATE(S) AND TIME(S):

_____

_____

LOCATION: [illegible]

PLAN!

[illegible], state the purpose/objectives of your session. Suggest ways your session topic promotes improvement of voc ed dissemination

[illegible], state the approach/plan/technique you'll be using

OVER

Will you need audiovisual equipment? *If* YES, *list*--

Title & type *of a component* _____ Equipment *needed* _____

_____ _____

Will you be distributing handout(s) *at your* [illegible]? *If* YES, *please attach*

☐ Sample handout(s) attached.

☐ I [illegible] not to leave the conference without getting you a copy/copies of the handout(s) Title of handout(s) ____

_____

_____

We'll assume you'll duplicate your own handouts unless you make arrangements with us in advance.

REPORT!

To be completed AFTER your session:

What especially useful/instructional/practical *developments occurred* DURING *your session?*

What especially [illegible] questions, issues, *or* concerns *did you on your part* [illegible]?

What [illegible] human *or* material resources [illegible]

[illegible]

SOME REFLECTIONS ON THE FOURTH NATIONWIDE VOCATIONAL EDUCATION DISSEMINATION CONFERENCE

by

Earl B. Russell
Department of Vocational and Technical Education
College of Education
University of Illinois at Urbana-Champaign

My purpose here is to reflect on the Fourth Nationwide Vocational Education Dissemination Conference, held at the National Center on November 17-19, 1981. My observations are biased because many of my friends conducted and attended the conference, and because I expected the conference to be good in advance. Remarks about the conference will be offered in three categories: structure and composition, activities and options, and some observations and outcomes.

Structure and Composition

The program for this fourth dissemination conference paralleled the diversity of the audience to a remarkable degree. In addition to several sessions for the total group, there were numerous small group sessions and generous opportunities for exchange between individuals. Semidescriptive themes for the conference could have been "All Things for All People" or "Something for Everybody." For example, participants could choose between conceptual offerings in long-distance telecommunications such as electronic blackboard demonstrations and tryout labs.

The conference attracted a wide-ranging mixture of over 100 individuals from approximately thirty-two states. Local schools, state agencies, regional networks, colleges and universities, national organizations, and federal agencies were represented. Individual job titles included: vocational planner, audiovisual specialist, coordinator of occupational education, librarian, RCU director, teacher educator, Job Corps intern, and public information officer.

Activities and Options

There were nearly thirty sessions, presentations, or related activities, all within only two and one-half days. Making many choices was concurrently exciting and frustrating.

One participant clearly expressed the overheard sentiments of many: "There were many more sessions I wanted to go to, but I could not get around to all of them." (I classify this dilemma as a "positive problem.")

Available options included: curriculum linking; brochure, flier, and poster design; movie making; movie viewing; business and industry linking; marketing; tracking dissemination efforts; feelings about change and dissemination; the National Diffusion Network; reaching older populations; using ERIC and RDx; using computers; transferable skills; and more.

Some Observations and Outcomes

People got to the various sessions on time and stayed there. Stragglers were nonexistent or scarce. People obviously enjoyed the sessions and opportunities to share ideas. The "swap shop" was an oasis of information. Several people requested (and received) repeat showings of films. People left happy.

Immediate outcomes are hard to describe. Some are typified by "I see"; "I'll send you a copy next week"; "Would you put on a session like this at our administrators' conference next spring?"; and "We need to get moving in this area right away."

Many kudos to Norm Singer, Shelley Grieve, and the rest of the D&U program staff. Thanks!

Fourth Nationwide Vocational Education Dissemination Conference

THE AGENDA

NOVEMBER 17-19, 1981

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

NORM SINGER AND SHELLEY GRIEVE
CONFERENCE DEVELOPMENT AND COORDINATION

A TOOL BOX CONFERENCE FOR DISSEMINATION PROGRAM DEVELOPMENT

PLANNED WITH ADVICE FROM

The National Network for Curriculum Coordination in Vocational and Technical Education

AND

The National Research Coordinating Unit Association

AGENDA

Fourth Nationwide Vocational Education
Dissemination Conference

The National Center for Research in Vocational Education
Columbus, Ohio

November 17-19, 1981

Tuesday, November 17, 1981

AM Chairperson: Joel Magisos

8:00 AM Coffee and registration

8:45 AM Welcome

Jay Smink
Dissemination and Utilization Program Director

Joel Magisos
Division Associate Director
Information Systems Division

Chet Hansen
Senior Associate Director
The National Center for Research in Vocational Education

9:00 AM Keynote presentation: "Teleconferencing: Toward More Productive Development, Dissemination, and Training"

William S. Shedler
Betsy J. Bernard
Long Lines Division, AT&T

10:00 AM Break and Browse
National Center product display

Pat Berry
Sally Williams
National Center

10:30 AM The Dissemination/Diffusion Game

Olga Moir
Karen Urbschat
Viola Walker
Wayne (MI) Intermediate School District

12:00 PM Lunch (served in room 1A, 1960 Kenny)

PM Chairperson: Norm Singer

1:00 PM The Dissemination/Diffusion Game--continued

2:15 PM Intro session: Orientation to the "Tool Box"

Norm Singer
Conference Coordinator
National Center

During each session, participants will attend one of the four concurrent workshops. If space is filled, please select another workshop. You have ten minutes at the end of each session to change to your next workshop.

2:30 PM Session #1. Choose one workshop.

- Gemini Blackboard Try-out Lab (to be repeated, session #2)
  Room 1A, 1960 Kenny

- Disseminating Your RFPs (to be repeated, session #8)
  Room 1B, 1960 Kenny

  Jeanne Gardner
  Rhode Island Department of Education

- Basics of Curriculum Linking (to be repeated, session #5)
  Room 1C, 1960 Kenny

  Joyce Sawatzky
  Oklahoma Department of Vocational and Technical Education

- Brochures, Fliers, and Posters: Good Approaches
  North Auditorium, 1900 Kenny

  Rodney Spain
  National Center

3:20 PM Break and Browse

3:40 PM Session #2. Choose one workshop.

- Gemini Blackboard Try-out Lab (repeat)
  Room 1A, 1960 Kenny

- Making Movies to Portray Good Career and Vocational Education (to be repeated, session #8)
  Room 1B, 1960 Kenny

  Marcia Douglas
  Northwest Regional Education Laboratory

- Disseminators as Linkers with Business and Industry (to be repeated, session #9)
  Room 1C, 1960 Kenny

  Charles Dygert
  Ohio Department of Education

- Marketing as a Dissemination Strategy (to b repeated, session #6)
  North Auditorium, 1900 Kenny

  Cathy Ashmore
  National Center

4:30 PM Adjourn

6:30 PM No Host Social Hour

Stouffer's University Inn

7:30 PM Banquet

Stouffer's University Inn

Banquet address: "The Challenge of Uncertainty"
Dr. Gary Wooddell
Miami University
Oxford, Ohio

Wednesday, November 18, 1981

AM Chairperson: Judy Samuelson

8:15 AM Announcements

8:30 AM Session #3. Choose one workshop.

- Structuring Services of a Program Resource Center (to be repeated, session #9)
  Room 1A, 1960 Kenny

  Erma Keyes
  VEIN--Millersville (PA) State College

- Open Forum: Approaches to Tracking Dissemination Activity
  Room 1B, 1960 Kenny

  Alta Moser, Facilitator
  National Center

- Disseminating Information Through the Press
  Room 1C, 1960 Kenny

  Rodney Spain
  National Center

- How Do You Feel About Change? Dissemination? (to be repeated, session #8)
  (Stages of Concern/Levels of Use)
  North Auditorium, 1900 Kenny

  Jay Smink
  National Center

9:30 AM Session #4. Choose one workshop.

- How NDN can Work for You and with You (to be repeated, session #7)
  Room 1A, 1960 Kenny

  Lee Wickline
  National Diffusion Network

- Problems of Dissemination for Older Populations
  Room 1B, 1960 Kenny

  Denie Denniston
  National Center

- Using ERIC and RDx to Answer User Questions (to be repeated, session #6)
  Room 1C, 1960 Kenny

  Barbara Peterson
  Judy Wagner
  National Center

- Using Computers (to be repeated, session #8)
  (Telecommunications and Message Switching/Vocational Curriculum Materials Feasibility Study/RIVE Database)
  North Auditorium, 1900 Kenny

  Carl Oldsen
  Shirley Chase
  Ruth Gordon
  National Center

10:20 AM Break and Browse

10:40 AM Session #5. Choose one workshop.

- Cut Curriculum Development Costs: Use a Cost-recovery system in Dissemination (to be repeated, session #9)
  Room 1A, 1960 Kenny

  Marvin Patterson
  Center for Studies in Vocational Education--Florida State University

- Videotape: "Nearly Everything You Always Wanted to Know About Dissemination, But Were Too Befuddled to Ask"
  Room 1B, 1960 Kenny

  Ray Harlan
  National Center

- Cheap 'n' Easy Ways to Publicize Your Product
  Room 1C, 1960 Kenny

  Tom Hindes
  Instructional Materials Lab--The Ohio State University

- Basics of Curriculum Linking (repeat)
  North Auditorium, 1900 Kenny

  Joyce Sawatzky

11:30 AM Lunch (served in room 1A, 1960 Kenny)

PM Chairperson: Alta Moser

12:30 PM Session #6. Choose one workshop.

- What Disseminators Should Know About Transferable Skills (to be repeated, session #9)
  Room 1A, 1960 Kenny

  William Ashley
  National Center

- Film: "The Information Society"
  Room 1B, 1960 Kenny

  Ray Harlan

- Marketing as a Disseminat ion Strategy (repeat)
  Room 1C, 1960 Kenny

  Cathy Ashmore

- Using ERIC and RDx to Answer User Questions (repeat)
  North Auditorium, 1900 Kenny

  Barbara Peterson
  Judy Wagner

1:30 PM Session #7. Choose one workshop.

- Resource Centers: All Things to All People
  Room 1A, 1960 Kenny

  Gloria Kielbaso
  Currin Cooley
  Cas Heilman
  Tamara Sutton
  Michigan Vocational Education Resource Center--Michigan State University

- How NDN Can Work for You and With You (repeat)
  Room 1B, 1960 Kenny

  Lee Wickline

- Learning Styles: What Disseminators Should Know
  Room 1C, 1960 Kenny

  Judy Samuelson
  Judy Sechler
  National Center

- Writing Product Abstracts to Promote Product Use
  North Auditorium, 1900 Kenny

  Alta Moser

2:20 PM Break and Browse

2:40 PM Session #8. Choose one workshop.

- How Do You Feel About Change? Dissemination? (repeat)
  (Stages of Concern/Levels of Use)
  Room 1A, 1960 Kenny

  Jay Smink

- Making Movies to Portray Good Career and Vocational Education (repeat)
  Room 1B, 1960 Kenny

  Marcia Douglas

- Disseminating Your RFPs (repeat)
  Room 1C, 1960 Kenny

  Jeanne Gardner

- Using Computers (repeat)
  (Telecommunications and Message Switching/Vocational Curriculum Materials Feasibility Study/RIVE Database)
  North Auditorium, 1900 Kenny

  Carl Oldsen
  Shirley Chase
  Ruth Gordon

3:40 PM Session #9. Choose one workshop.

- Disseminators as Linkers with Business and Industry (repeat)
  Room 1A, 1960 Kenny

  Charles Dygert

- Cut Curriculum Development Costs: Use a Cost-recovery System in Dissemination (repeat)
  Room 1B, 1960 Kenny

  Marvin Patterson

- What Disseminators Should Know About Transferable Skills (repeat)
  Room 1C, 1960 Kenny

  William Ashley

- Structuring Services of a Program Resource Center (repeat)
  North Auditorium, 1900 Kenny

  Erma Keyes

4:30 PM Adjourn

Free evening (Note: Some group activities may be coordinated.)

Thursday, November 19, 1981

AM Chairperson: Jay Smink

8:30 AM Announcements

8:40 AM Generating Networks for Better Dissemination: An Auction

Louise Vetter
Lucy Campbell-Thrane
National Center

10:10 AM Break and Browse

10:30 AM What's Going On at the National Center?

National Center division leaders will bring participants up to date on project work and division activities. Participants may choose to attend two of eight half-hour small group sessions.

Development . . . . . Judy Sechler
Room 1A, 1960 Kenny

Evaluation and Policy . . . . . N. L. McCaslin
Room 1B, 1960 Kenny

Field Services . . . . . Cathy Ashmore
Auditorium, 1900 Kenny

Information Systems . . . . . Wes Budke
Room 1A, 1960 Kenny

International . . . . . Daniel Dunham
Room 1C, 1960 Kenny

Personnel Development . . . . . Ferman Moody
Auditorium, 1900 Kenny

Research . . . . . Deborah Coleman
Room 1A, 1960 Kenny

Special Projects . . . . . William Ashley
Room 1C, 1960 Kenny

11:30 AM Conference Wrap-up and Evaluation

Norm Singer

National Center product display--all days

Pat Berry and Sally Williams of Field Services will be in the display area during break and browse periods and during lunches to assist you.

SESSIONS AND WORKSHOPS

On the following pages are brief recaps of the workshops, presentations, and demonstrations conducted during the Fourth Nationwide Vocational Education Conference. These brief summaries were derived from information provided by the presenters. Also included for many sessions are copies of those resource sheets, worksheets, or other handouts used by the presenters that were appropriate for inclusion in this report. In other instances, the reader is referred for further information to the presenter (see participant list, appendix, for addresses), or another contact person or resource organization. All sessions are presented in the order in which they appear in the agenda (see preceeding section).

Title: TELECONFERENCING: TOWARD MORE PROD CTIVE DEVELOPMENT, DISSEMINATION, AND TRAINING

Type of Activity: Keynote demonstration

Presenter(s) and Affiliation: William S. Shedler
Betsy J. Bernard
AT&T Long Lines

THE GENERAL FOCUS: As time and budget pressures adversely affect travel plans, teleconferencing is a promising means of replicating face-to-face meetings effectively and productively.

TOPICS TREATED AND APPROACH USED: Initial remarks and a slide presentation demonstrated the possible uses of teleconferencing and discussed the circumstances under which it can be used most effectively. For example, teleconferencing is recommended as a substitute for face-to-face meetings in approximately 50 percent of instances, and teleconferences can be held most effectively in specially-equipped public or private teleconferencing rooms.

An interactive demonstration was used to show how the Gemini electronic blackboard could be used to facilitate a meeting with a remote location. A videotape showed an electronic blackboard in use for classroom teaching at the University of Illinois. At later small group sessions, the Gemini blackboard was available for members of the audience to try out.

Title: THE DISSEMINATION/DIFFUSION GAME

Type of Activity: Large group session

Presenter(s) and Affiliation: Olga Moir, Viola Walker, and Karen Urbschat
Wayne Intermediate School District, Michigan

THE GENERAL FOCUS: This highly motivating simulation workshop was designed for vocational education change agents. By participating in this simulation, players had an opportunity to further develop the skills needed for successful installation and maintenance of innovations in vocational education.

TOPICS TREATED AND APPROACH USED: Participants in The Dissemination/Diffusion Game had direct opportunities to discover the major elements that tend to resist change in typical educational systems. They were also confronted with choices of how to deal with a variety of impediments to change. This simulation workshop promoted the improvement of vocational education dissemination by making participants aware of some techniques for successfully introducing innovations. It also provided them with intensive, guided practice in applying those techniques.

The leadership team used a multimedia presentation, discussion, and a detailed game format to guide participants through an education maze in which change-resistant elements were lurking.

A three-stage model was presented to provide guidance for planning, installing, and maintaining change in vocational education settings.

RELATED MATERIALS: A glossary sheet defining terms related to phases of adoption and adopter types.

Adoption Phases

Individuals go through certain psychological phases in deciding whether or not to adopt an innovation. These stages are:

AWARENESS -- becoming aware that a new product or practice exists.

INTEREST -- developing a curiosity about how the new idea works and what its benefits may be.

APPRAISAL -- mentally evaluating the pro's and con's of the innovation for one's own situation . . . how would it work for me?

TRIAL -- trying out the new ideas on a small scale.

ADOPTION -- deciding to make continued use of the new product or practice.

Some experts advise change agents to pay particular attention to each client's progression through these phases. They even warn that he should not be allowed to skip over any steps, or else his adoption (if it ever comes) will not be firmly based and might well be discontinued. So don't attempt to rush a person through to a hasty decision; be a "facilitator" -- help him nave a successful experience at each step along the way.

Adopter Types

INNOVATOR: venturesome and eager to try new ideas; a cosmopolite, a risk-taker; usually not integrated into the prevailing social structure -- seen as a maverick.

EARLY ADOPTER: a respected, knowledgeable leader within the social system; potential adopters consider him/her to be the "person to check with" before picking up on some new idea; unlike the rash Innovator, the Early Adopter is a successful and discreet user of innovations.

EARLY MAJORITY: a follower rather than a leader; deliberate in coming to an adoption decision; "not the last to set the old aside, nor the first by which the new is tried."

LATE MAJORITY: skeptical and cautious about adopting a new idea; can be won over, but it takes the combined pressure of the majority of their peers to pull them across; typically has less education and lower social status than the earlier adopters.

RESISTER: suspicious of new-fangled ideas and wrapped up in traditional values; oriented toward the past and highly local (rather than cosmopolitan) in outlook; usually low influence and often somewhat isolated and alienated from the social mainstream.

Title: DISSEMINATING YOUR RFPs

Type of Activity: Workshop

Presenter(s) and Affiliation: Jeanne Gardner
Rhode Island Department of Education

THE GENERAL FOCUS: This workshop informed participants about one way in which a particular state disseminates its vocational education RFPs in an organized and timely manner. This system of disseminating RFPs responds to the statewide Priority Setting Process for Vocational Education.

TOPICS TREATED AND APPROACH USED: An overview of Rhode Island's statewide Vocational Priority Setting Process was given, including details about setting timelines, writing the RFPs, and ultimately mailing the grant awards.

A sample packet of materials was used to enable participants to "walk through" the process, to discuss it, and to ask questions.

Consideration was given to the rationale for such a "tight" process: a response to the MERC/Q review and to ensure compliance with federal auditors' concerns. An orderly, carefully managed RFP dissemination helps ensure fairness as well.

Information was offered about how to handle poorly written proposals from otherwise needful and deserving applicants, and about Rhode Island's approach to the selection of proposal readers who volunteer to review applications.

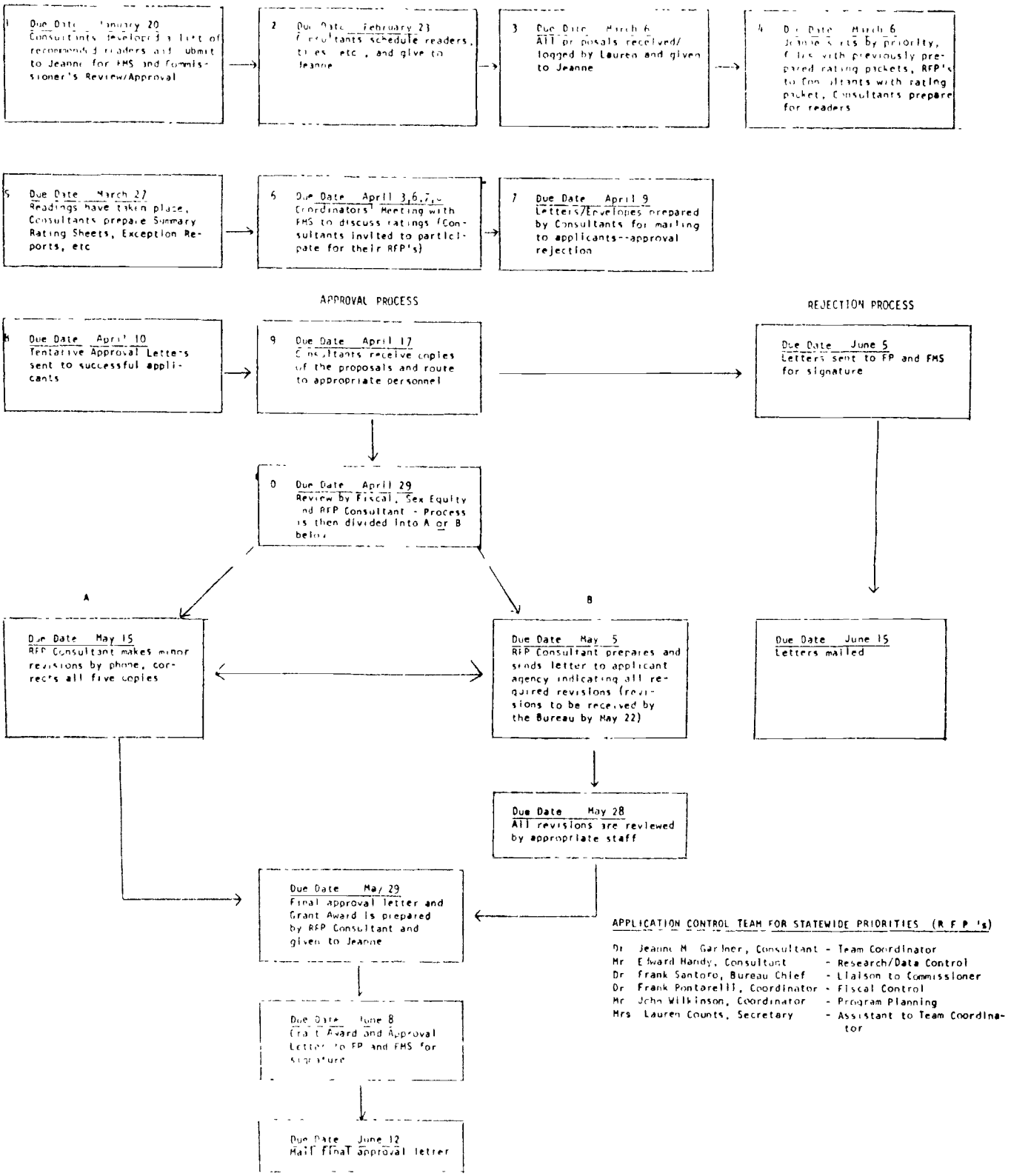
RELATED MATERIALS: "Application Control Procedures Flow Chart--1981"

"Application Control Procedures Timeline--1981"

(See following pages.)

APPLICATION CONTROL PROCEDURES

FLOW CHART



APPLICATION CONTROL TEAM FOR STATEWIDE PRIORITIES (R F P 's)

Dr	Jeanne M Gardner, Consultant	- Team Coordinator
Mr	Edward Handy, Consultant	- Research/Data Control
Dr	Frank Santoro, Bureau Chief	- Liaison to Commissioner
Dr	Frank Pontarelli, Coordinator	- Fiscal Control
Mr	John Wilkinson, Coordinator	- Program Planning
Mrs	Lauren Counts, Secretary	- Assistant to Team Coordinator

APPLICATIONS CONTROL PROCEDURES/TIMELINE - 1981

In order to insure application control, the following process has been developed and you are asked to please cooperate so that LEA's and agencies will have funding information prior to June.

1. January 30
   - Consultants develop a list of recommended readers and submit to Frank Santoro for Commissioner's approval.

2. February 23
   - Consultants will submit to Jeanne:
     --READING SCHEDULES: times, dates, places
     --Quick Reference Sheet: to be included in individual readers' packets.

3. March 6
   - The proposals come in and are given to Lauren. Lauren will log the proposal and Jeanne will assign project numbers. Lauren will prepare a file folder and give the folder (with all five copies) to Jeanne.

4. March 6
   - Jeanne will sort the proposals by RFP and prepare a master list of applicants. She will also prepare a package of rating sheets, etc., to be given to the readers. Prior to the day outside readers come in to rank the proposals, Jeanne will give the entire package to the RFP Consultant.

5. March 27
   - The RFP Consultant will prepare the Summary Rating Sheet which indicates the rankings of the projects (highest rating to lowest rating). The entire package (RFP, proposals, ratings, and summary) is to be returned to Jeanne to be held for the Coordinator's meeting.

6. April 3 thru 9th
   - A Coordinator's meetings will be held to discuss the ratings of the RFP's. RFP Consultants will be asked to attend the meeting when his/her RFP is being reviewed. The Coordinators and F.M.S. will review the funding decisions. Decisions made at the meeting will be put in writing and disseminated to staff.

7. April 9
   - Tentative approval or rejection letters are prepared by the RFP Consultant and given to Frank Pontarelli (see attachments - sample tentative approval letter or sample rejection letter)

8. April 10
   - Tentative approval letters sent to successful applicants.

9. April 17
   - After approval letters are sent out the entire package will be given to RFP Consultants. It is their responsibility to route one copy to Fiscal and one copy to Sex Equity Consultant for review.

10. April 29
    - All review comments are routed to the appropriate RFP Consultant who then follows one of these two procedures:

--(a) Makes minor revisions by telephone with applicant agency, corrects all five proposal copies, prepares final approval letter (see attachments - sample approval letter) and grant award. Return entire package to Jeanne for signature by Frank Pontarelli and me.

--(b) Prepares and sends letter to applicant agency indicating all required revisions (due in the Bureau by May 15).

May 26 All revisions are reviewed by appropriate staff (including Fiscal, Sex Equity, RFP Consultant). Consultant corrects all five proposal copies.

May 29 - Final approval letter dated June 12 and grant award is prepared by Consultant and the entire revised package is given to Jeanne for signature by Frank Pontarelli and F.M.S.

NOTE: Grant awards will not be sent to funded agencies until we receive notification of grant award from U.S.O.E.

Number of copies required on all letters: original and two copies.

Title: THE BASICS OF CURRICULUM LINKING

Type of Activity: Workshop

Presenter(s) and Affiliation: Joyce Sawatzky
Oklahoma Department of Vocational and Technical Education

THE GENERAL FOCUS: This workshop was designed to help participants become familiar with a wide range of curriculum resources for vocational education and curriculum related organizations.

TOPICS TREATED AND APPROACH USED: Participants were provided with a notebook to serve as a desk reference both during the workshop and in their ongoing vocational education work at home. The notebook included scores of information sheets along with several problem-solving exercises in which the information could be put to use.

By using the resource notebook during the workshop and independently later on, participants can develop a greater understanding of many terms commonly used in vocational education curriculum circles. Participants should also be better able to identify the role functions of a variety of actors in vocational education curriculum networks and projects and keep in touch with the individuals and organizations that have the information and materials needed to improve vocational education curricula.

RELATED MATERIALS: Contact the presenter for more information on the resource notebook and its availability.

Title: BROCHURES, FLIERS, AND POSTERS: GOOD APPROACHES

Type of Activity: Workshop

Presenter(s) and Affiliation: Rod Spain
The National Center for Research in Vocational Education

THE GENERAL FOCUS: Brochures, fliers, and posters can provide the public with basic information about how programs serve clients. A professional approach to these advertisements is necessary to sell the programs to the public--to develop the interest that leads to active program involvement. This workshop provided information about and practice in one effective process for developing these materials.

TOPICS TREATED AND APPROACH USED: The workshop began with a discussion of six steps to develop effective advertisements. Samples of the brochure, flier, and poster used to promote a fictitious building trades program were used to illustrate this process. The workshop participants then tried their hands at developing effective fliers using information, materials, and guidance provided by the workshop presenter. The handout, "Six Steps to Effective Advertisements," was particularly interesting to participants. The sample materials provided served as a focal point for discussing media products in general. Participants offered alternative reactions to the various aspects of the sample materials.

Many participants were concerned about how to find art work for material they would develop on their own and discussed the use of prepackaged art work available through commercial art subscriptions.

RELATED MATERIALS: For six steps to effective advertisements, see: "How to Prepare More Effective Book Advertisements." The Huenefeld Report, 10 January 1977, pp. 1-4.

Title: MAKING MOVIES TO PORTRAY GOOD CAREER AND VOCATIONAL EDUCATION

Type of Activity: Workshop

Presenter(s) and Affiliation: Marcia Douglas
Northwest Regional Education Laboratory

THE GENERAL FOCUS: This workshop was geared to providing guidelines for producing film (or videotape) as a medium for communicating information about career and vocational education.

TOPICS TREATED AND APPROACH USED: Instead of dealing with the technology of filmmaking (cameras, equipment, and so forth), the workshop considered procedures for soliciting bids from filmmakers, screening and selecting a filmmaker, clarifying the film's objectives, handling the details of documentary film production, talent releases, and tips to producers for getting what you want out of the filmmaking and film-editing process.

The workshop also presented guidelines for test screening of the film before final edit, suggestions for film distribution, and procedures for assessing how the film is used and how it affects audiences.

A twenty-minute color documentary film, More Than Just a Job: A Story of CETA in the Schools, was shown as a demonstration of the results that can be obtained through this process. Handouts were also provided and group discussion developed.

This workshop promoted the improvement of vocational education dissemination by considering specific dissemination purposes that can be met by film and videotape, along with distribution features that can help you get the most for your money.

RELATED MATERIALS: Oregon CETA/Education Film Project handout.

(See following pages.)

Northwest Regional Educational Laboratory
710 S W Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

OREGON CETA/EDUCATION FILM PROJECT

Purpose and Scope of the Film

The Oregon State Employment and Training Council (SETC) has contracted with the Northwest Regional Educational Laboratory (NWREL) to coordinate the production of a 15 - 20 minute, 16mm, color film whose focus will be on the ways that CETA and the schools, especially high schools, can work together to establish and maintain programs, services and activities for youth. The purpose of the film is to motivate local school districts and CETA prime sponsors to develop collaborative programs that increase the relevance of high school education to the needs of youth.

The film will have four basic messages:

1. CETA is a resource to the schools and wants to work with the schools to provide training and education services that enhance and expand career education, vocational education and other curricular offerings.

2. CETA is able to assist the schools by providing alternative and nontraditional programs, services and activities.

3. Employment and training programs for youth can be a strong motivating force to help young people see the value of education and the relationship between education and work.

4. Vocational and career education generally are important parts of the school curriculum for all youth. These programs help youth look realistically at life and careers, gain important attitudes about work, gain marketable skills and prepare for a wide range of adult roles.

Style and Intent

The film will use a documentary format to identify and describe CETA as a resource to local education agencies. It will show the uses to which CETA in-school resources can and have been put in Oregon for career exploration, work experience, career planning, assessment of interests and skills, and other such programs.

Audience

Audiences for the film include local school board members; school district personnel including teachers, counselors, cooperative work experience coordinators and administrators; and CETA program operators.

Distribution

The film will be shown to local school boards and groups of teachers, guidance counselors, administrators and parents in secondary schools throughout Oregon.

AN EQUAL OPPORTUNITY EMPLOYER

Outline of Film Sequences
Oregon CETA/Education Film
MORE THAN JUST A JOB: A Story of CETA in the Schools

I. Open: high school scenes, kids on street. Voices and close ups of several youth who've dropped out of school saying why; barriers in finding a job without a diploma

II. Youth newspaper project for in and out-of-school youth; skill building and job readiness; hear the stories of three youth (two boys and a girl)

III. CETA counselor's role in linking schools and youth projects (intake, assessment, placement); teacher describes how the counselor helps her; benefits they've seen

IV. Young woman in electronics class; using CIS and talking to counselor about career exploration in welding

V. CETA counselor describing job sampling; student in retail sales

VI. Coop work experience coordinator describing how CETA resources have helped him; see him counseling a Vietnamese youth

VII. Emergency Home Repair paint crew for in-school youth; instructor describing benefits for pre-apprenticeship as well as personal skills; three youth in crew (two boys and a girl) describe getting credit, exploring jobs to see what they like to do best

VIII. CETA youth programs coordinator describing financial agreements with school districts in her county and range of services schools can provide

School principal describing benefits of having a vocational counselor as an integral part of the school staff and working with students, teachers, counselors

IX. Hearing-impaired student on career exploration at veterinarian's; student's mother saying what she feels her daughter has been learning from these experiences

X. High school student on the job in a nursing home; site supervisor talking about learning adult responsibilities; student describes her daily schedule of school and work, mentions that her health occupations class has prepared her for the job and that she's getting credit for the work

Title: DISSEMINATORS AS LINKERS WITH BUSINESS AND INDUSTRY

Type of Activity: Workshop

Presenter(s) and Affiliation: Charles Dygert
Ohio Department of Education

THE GENERAL FOCUS: Public vocational-technical education must increasingly become an earlier, more active partner in economic development; not only to better serve its clientele's training needs, but also to survive the next decades. In Ohio, a system of twenty-three local-level consortia of educators and business leaders help industry benefit fully from Ohio's training resources.

TOPICS TREATED AND APPROACH USED: This workshop presented the Ohio Vocational-Technical Resource Consortia as one response to the problems common to education linkages with business and industry: overcoming the "education stigma," getting involved with location and expansion decisions sufficiently early, gaining access to decision makers and needed confidential data, and getting school systems to respond to business/industry input. Stress was laid upon communication at the chief executive officer (CEO) level. The organization, collaborative and funding characteristics, and current activities of the system were also briefly outlined.

RELATED MATERIALS: For further information, contact:

Dr. Charles Dygert
Department of Education
Division of Vocational Education
65 S. Front, Room 907
Columbus, OH 43215
(614) 466-3430

Title: MARKETING AS A DISSEMINATION STRATEGY

Type of Activity: Workshop

Presenter(s) and Affiliation: Cathy Ashmore
The National Center for Research in Vocational Education

THE GENERAL FOCUS: Marketing represents an important approach to publishing and distributing products developed by R&D organizations. This workshop was geared as a forum for discussing the principles and strategies of marketing as one orientation to dissemination for vocational education program improvement.

TOPICS TREATED AND APPROACH USED: Some of the techniques used by the National Center to identify target audiences; develop, package, and group products; plan promotion, and make other necessary publishing decisions were considered. Also included in the opening presentation was the philosophical angle from which the National Center approaches marketing for more effective dissemination. Participants added their own experience during the group discussion, and the perspective of their own organizations during the group discussion.

Title: THE CHALLENGE OF UNCERTAINTY

Type of Activity: Banquet address

Presenter(s) and Affiliation: Gary Wooddell
Miami University, Ohio

THE GENERAL FOCUS: Educators often have an unrealistically shortsighted time frame in mind when they think about education. It is time to look seriously at what demands the next century will make of students, and what they, in turn, will demand of it.

TOPICS TREATED AND APPROACH USED: The future can be described as growing slowly from the past. This talk suggested that thoughtful analysis of five current realities: demographic change; changing conception of resources; changing personal values; a changing economic picture; and the sum total of changes in the world situation over the last twenty years can reduce our level of uncertainty about the future to a more manageable level of calculated risk.

Title: STRUCTURING SERVICES OF A PROGRAM RESOURCE CENTER

Type of Activity: Workshop

Presenter(s) and Affiliation: Erma Keyes
Vocational Education Information Network (Vein), Pennsylvania

THE GENERAL FOCUS: Participants in this workshop were involved in a group exploration of a resource service problem. The workshop focused on the requirements for planning a resource center, the services the center might provide, modifying service methods over time, evaluating the outcomes of the service center, and other related issues.

TOPICS TREATED AND APPROACH USED: The presenter used a nominal grouping technique to explore the multipurpose model within an agency aimed at reducing duplication of effort.

RELATED MATERIALS: Guidelines for Designing Resource Service

(See following page.)

Or contact the presenter for a copy of her remarks.

Guidelines for Designing Resource Service

(generalized and idealized)

--May not be economically and/or politically suitable, desirable or feasible in a given situation--

1. Identify specific resource information user needs or requirements for what user is doing
2. Identify user in relation to user's discipline and/or environment
3. Provide for interaction between information resources provider and user and feedback between user and system
4. Provide information and resources in form suitable to effective use; tailor to user's requirements
5. Provide information required and allow for accidental discovery (comprehensive system allows user to fulfill yet unformulated needs)
6. Provide right amount of information at the right time
7. Store resources so they and information are available and accessible
8. Develop standards to insure utility of and accessibility of future resources
9. Assume user has not formulated information needs (needs can only be inferred)
10. System should be compatible with user's behavioral strategies for seeking information; user should not have to conform to system
11. Once communication is important feature of information gathering, therefore, system should devise ways of facilitating dissemination of such information
12. Strike proper balance between input and output activities. Err on side of giving more effort to activities that are visibly useful to the user population.

Distributed at NCRVE 1981 D&U Conference

November 18, 1981

Title: OPEN FORUM: APPROACHES TO TRACKING DISSEMINATION ACTIVITY

Type of Activity: Workshop/forum

Presenter(s) and Affiliation: Alta G. Moser
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to facilitate the exchange of ideas regarding the tracking and reporting of dissemination activites. Thinking through methods of reporting can lead not only to improved record-keeping systems but also to improved dissemination strategies. Sharing ideas and experiences about tracking dissemination activities frequently proves helpful to disseminators as they seek to be accountable and to improve their dissemination processes.

TOPICS TREATED AND APPROACH USED: A framework was introduced around which tracking problems and improvement suggestions were organized for clarification. Discussion was conducted on the relationship among marketing data: technical assistance and complimentary sales distribution reporting; impact data; and knowledge use data.

Participants showed strong interest in how to obtain reliable data regarding dissemination impact and knowledge use after the fact from a variety of unconnected sources.

Dr. Earl Russell and Dr. Carol Sanders (IL) served as resource persons during this workshop. They discussed their four-year period of research in dissemination process. Jim Bebermeyer (MI) shared plans for project reporting systems set up along the lines of behavioral objectives.

Title: DISSEMINATING INFORMATION THROUGH THE PRESS

Type of Activity: Workshop

Presenter(s) and Affiliation: Rod Spain
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The main function of the press is to disseminate information. Working effectively with journalists can increase the flow of news about vocational programs to the public. This workshop provided information on how editors select news stories, how program directors should talk with reporters, practical tips on how to contact editors, and ways to answer difficult questions from the press.

TOPICS TREATED AND APPROACH USED: The workshop began with a discussion of the criteria that editors use in selecting news stories to cover, and members created events on paper to evaluate for newsworthiness. A New York City program news event that received national media coverage provided a basis for discussing what reporters look for at a news site, as well as for a simulation in which workshop participants responded to questions asked by the facilitator/"reporter."

Participants were especially interested to know how to apply the criteria for identifying and defining newsworthy information and events, and how to work with reporters--both on site and after the news event. Considerable discussion was devoted to transferring academic language into commonplace terms for reporters and helping reporters tell an accurate story.

RELATED MATERIALS: For the twelve criteria for defining news, see: Metzler, K. Newsgathering. Englewood Cliffs, NJ: Prentice-Hall, 1979.

Title: HOW DO YOU FEEL ABOUT CHANGE? DISSEMINATION?

Type of Activity: Workshop

Presenter(s) and Affiliation: Jay Smink
The National Center for Research in Vocational Education

THE GENERAL FOCUS: A positive attitude about the process of change is essential among vocational education disseminators and change facilitators. They also need a means of assessing the needs of individuals or clients with whom they work so that the most appropriate and timely assistance can be given in educational settings. They need assessment information on the concerns of the clients about new programs or products and about the clients' knowledge of how to use innovations. Skill in determining concerns and use can be a valuable tool for making appropriate decisions about dissemination and program implementation.

TOPICS TREATED AND APPROACH USED: This workshop began with an introductory presentation and the completion of a pencil and paper test by participants. Discussion and information sharing activites were used to help interpret the "test" data. Participants had an opportunity to informally rate their own and others' degree of resistance to change, describe their own attitudes towards nurturing change and growth in other people, and to learn about seven stages of concern and eight levels of use regarding an innovation.

RELATED MATERIALS: "Stages of Concern: Typical Expressions of Concern About the Innovation"

"Levels of Use of the Innovation: Typical Behaviors"

(See following pages.)

STAGES OF CONCERN:
TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION

STAGES OF CONCERN	EXPRESSIONS OF CONCERN
6 REFOCUSING	I HAVE SOME IDEAS ABOUT SOMETHING THAT WOULD WORK EVEN BETTER.
5 COLLABORATION	I AM CONCERNED ABOUT RELATING WHAT I AM DOING WITH WHAT OTHER INSTRUCTORS ARE DOING.
4 CONSEQUENCE	HOW IS MY USE AFFECTING KIDS?
3 MANAGEMENT	I SEEM TO BE SPENDING ALL MY TIME IN GETTING MATERIAL READY.
2 PERSONAL	HOW WILL USING IT AFFECT ME?
1 INFORMATIONAL	I WOULD LIKE TO KNOW MORE ABOUT IT.
AWARENESS	I AM NOT CONCERNED ABOUT IT (THE INNOVATION).

ADAPTED FROM: Hall, G. E., Wallace, R. C., and Dossett, W. F. "A Developmental Conceptualization of the Adoption Process Within Educational Institutions."

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

LEVELS OF USE OF THE INNOVATION:
TYPICAL BEHAVIORS

LEVEL OF USE		BEHAVIORAL INDICES OF LEVEL
VI	RENEWAL	THE USER IS SEEKING MORE EFFECTIVE ALTERNATIVES TO THE ESTABLISHED USE OF THE INNOVATION.
V	INTEGRATION	THE USER IS MAKING DELIBERATE EFFORTS TO COORDINATE WITH OTHERS IN USING THE INNOVATION.
IVB	REFINEMENT	THE USER IS MAKING CHANGES TO INCREASE OUTCOMES.
IVA	ROUTINE	THE USER IS MAKING FEW OR NO CHANGES AND HAS AN ESTABLISHED PATTERN OF USE.
III	MECHANICAL USE	THE USER IS USING THE INNOVATION IN A POORLY COORDINATED MANNER AND IS MAKING USER-ORIENTED CHANGES.
II	PREPARATION	THE USER IS PREPARING TO USE THE INNOVATION.
I	ORIENTATION	THE USER IS SEEKING OUT INFORMATION ABOUT THE INNOVATION.
0	NONUSE	NO ACTION IS BEING TAKEN WITH RESPECT TO THE INNOVATION.

ADAPTED FROM: Hall, G. E., Wallace, R. C., and Dossett, W. F. "A Developmental Conceptualization of the Adoption Process Within Educational Institutions."

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

Title: WHAT NDN CAN DO FOR YOU AND WITH YOU

Type of Activity: Workshop

Presenter(s) and Affiliation: Lee Wickline
National Diffusion Network

THE GENERAL FOCUS: This workshop gave a brief overview of the National Diffusion Network (NDN) and highlighted NDN characteristics generic to all dissemination networks. In addition, the presenter encouraged greater vocational education involvement in the NDN process.

TOPICS TREATED AND APPROACH USED: A quick history of NDN and an explanation of the current process illuminated a number of points useful to any dissemination network striving for greater effectiveness. Among these points are NDN's practitioner orientation; its stress on selectivity; its provision for local preferences and choices; its emphasis on program refinement, training, and awareness activities; and its concern for quality in program installation.

A good deal of discussion during the question-and-answer period centered around the role of the Joint Dissemination Review Panel (JDRP) and its data requirements when evaluating candidate programs.

RELATED MATERIALS: For further information, contact:

National Diffusion Network
Division of Education Replication
Room 802, Riviere Building
1832 M Street, NW
Washington, DC 20036
(202) 653-7000

Title: PROBLEMS OF DISSEMINATION FOR OLDER POPULATIONS

Type of Activity: Workshop

Presenter(s) and Affiliation: Denie Denniston
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to inform participants of the problems, issues, and interests of the aging and to consider particularly successful or unique approaches to dissemination for older people.

TOPICS TREATED AND APPROACH USED: Participants shared their viewpoints about approaches to dissemination for aging populations. Also considered were myths about aging populations, characteristics and needs, and their problems in work settings and job markets.

During the workshop, participants derived new awareness and insights regarding aging persons as part of their dissemination clientele. They also learned about a variety of references and several organizations that can be good resources in furthering dissemination for the aging.

RELATED MATERIALS: Contact the presenter for suggestions regarding literature resources dealing with work-related problems of older populations, or contact:

The International Federation on Aging
1909 K Street, NW
Washington, DC 20049

for information on its mission.

Title: USING ERIC AND RDx TO ANSWER USER QUESTIONS

Type of Activity: Workshop

Presenter(s) and Affiliation: Judy Wagner and Barb Peterson
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to provide useful information about the ERIC Clearinghouse for Adult Career, and Vocational Education (ERIC/ACVE) and the Resource and Referral Service (RRS) of the Research and Development Exchange. These two services operate at the National Center under the sponsorship of he National Institute of Education.

TOPICS TREATED AND APPROACH USED: The presenters explained ERIC/ACVE and RRS and provided an opportunity to review handout materials and to discuss ways to make the best use of these two services.

The goal of the ERIC system is to identify, select, process, and disseminate information in education through a network of sixteen clearinghouses that serve specialized fields of education. The ERIC system provides comprehensive information services, including monthly reference publications, microfiche and paper copies of materials, review and synthesis papers, and computer searches. The ERIC Clearinghouse on Adult, Career, and Vocational Education specializes in the areas of adult and continuing education, career education (preschool through adult), vocational and technical education, and education and work.

The RRS is a database of information on the services, products, and meetings of approximately one thousand nonprofit educational organizations. RRS also serves as a reference service to the eight members of the Research and Development Exchange (RDx), which links results of educational R&D with educational practitioners. RRS complements traditional bibliographic services by ferreting out information not yet in print or indexed by ERIC, the Education Index, or other sources. Using a computerized database, RRS users can derive information about organizations, products, projects, and meetings related to their particular topics of interest.

RELATED MATERIALS: Contact the presenters for more information and instructions on how to use ERIC and RRS.

Title: USING COMPUTERS (Telecommunications and Message Switching/Vocational Curriculum Materials Feasibility Study/RIVE Database)

Type of Activity: Workshop

Presenter(s) and Affiliation: Carl Oldsen, Shirley Chase, and Ruth Gordon
The National Center for Research in Vocational Education

THE GENERAL FOCUS: This workshop helped familiarize participants with recent developments in three areas: telecommunications technology and its application to vocational education program improvement; a feasibility study to develop a database of vocational curriculum material being conducted by the National Center in cooperation with the six regional curriculum coordination centers of the National Network for Curriculum Coordination in Vocational and Technical Education; and development of an online database of vocational education research and development projects.

TOPICS TREATED AND APPROACH USED: An overview of each topic was given and included emphasis on the how telecommunications and online databases facilitate communications in vocational education dissemination through quick and easy access to critical information. Factors such as cost, efficiency, and use were stressed.

Each presenter entertained particular questions and discussion of facets of the workshop topic. Pertinent handout materials were provided.

RELATED MATERIALS: The workshop presenters can provide a variety of materials on the workshop topic. Two selected handouts follow:

Vocational Education Curriculum Materials (VECM) information sheet

"Online Database for Vocational Educators (RIVE)"

BRS Bibliographic Retrieval Services

1200 Route 7
Latham, New York 12110
518-783-1161

Database Name:	Vocational Education Curriculum Materials
BRS Label:	VECM
Scope:	Vocational education curriculum materials currently in use.
Time Span:	Materials are currently in use or are available for use.
Type of Material:	Curriculum materials are available by reference to the organization where they can be obtained.
Total Size:	150 records in test file. Estimated to grow at a rate of 125 documents per month throughout 1982.
Updates:	Every two months.
BIBL Paragraphs:	None at this time.
Royalties:	None at this time.
Producer:	The National Center for Research in Vocational Education The Ohio State University 1960 Kenny Rd. Columbus, OH 43210 Contact: Carl Oldsen 800-848-4851
Print Counterpart:	None
Document Delivery:	File contents refer the searcher directly to curriculum materials which are available through the Curriculum Coordination Centers or through the organization mentioned.
Search Aids:	All descriptors (SM field) were indexed from the NCES classification of Instructional Program Code list. This code is necessary for searching VECM.

JUST ARRIVED

ONLINE DATABASE FOR VOCATIONAL EDUCATORS

DATABASE NAME:	Resources in Vocational Education (RIVE)
SCOPE:	Ongoing and recently completed research and development projects in vocational education; research, exemplary and innovative, and curriculum development projects administered by the states; federally administered projects that relate to career education, vocational education, and education and work. Information will be added on the availability of reports resulting from completed projects.
PRODUCER:	National Center Clearinghouse The National Center for Research in Vocational Education The Ohio State University 1960 Kenny Road Columbus, OH 43210
Clearinghouse Director:	Wesley E. Budke
Contact Person:	Ruth Gordon
Telephone:	(800) 848-4815 or (614) 486-3655
TIME SPAN:	1978 - present
SOURCE MATERIALS:	Proposals or proposal abstracts
PRINT COUNTERPARTS:	Projects in Progress. A Report for the Coordinating Committee on Research in Vocational Education. (Annual) Current Projects in Vocational Education. State Administered Projects. (FY 1978 and 79). Resources in Vocational Education (FY 1980).
FEATURES:	Searchable by subject using ERIC descriptors. Searchable by project director and name of organization. Identifies projects funded in each state in each fiscal year. Identifies project funding levels.

Title: CUT CURRICULUM DEVELOPMENT COSTS: USE A COST-RECOVERY SYSTEM IN DISSEMINATION

Type of Activity: Workshop

Presenter(s) and Affiliation: Marvin Patterson
The Center for Studies in Vocational Education
Florida State University

THE GENERAL FOCUS: The purpose of this workshop was to describe Florida's Vocational Instruction Materials Acquisition System (VIMAS) operating at the Center for Studies in Vocational Education. The system, supported by the Florida Department of Education, Division of Vocational Education, utilizes review-select procedures with local education agencies rather than a costly, centralized curriculum development approach to program improvement.

TOPICS TREATED AND APPROACH USED: In Florida, dissemination of vocational education products has been enhanced by moving more instructional materials to more teachers--faster and cheaper. A state-based cost-recovery system has been implemented to facilitate the dissemination of selected products. The various elements and procedures of the system were described to the workshop participants in an initial presentation. A professionally prepared slide-tape presentation describing VIMAS was also presented along with various handouts including brochures and cost analysis charts.

RELATED MATERIALS: Contact the presenter for a copy of his remarks.

Title: TWO VIDEOTAPES: Nearly Everything You Always Wanted to Know About Dissemination, But Were Too Befuddled to Ask and The Information Society

Type of Activity: Videotape screening

Presenter(s) and Affiliation: Raymond E. Harlan
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this media session was to demonstrate two audiovisual resources recommended for the conference as useful to disseminators and other change agents in vocational education.

TOPICS TREATED AND APPROACH USED: The presenter introduced each of the videotapes by focusing attention on the theme of each and distributing information on availability.

Nearly Everything You Always Wanted to Know About Dissemination, But Were Too Befuddled to Ask is a sixty-minute color videocassette. It explores, incisively and humorously, the communication processes that relate to dissemination and diffusion issues. It also discusses resources and promotional tactics among developers, linkers, and clients who seek to improve local education through better dissemination.

The Information Society, also a sixty-minute color videocassette, treats the impact of the information explosion on privacy, policymaking and decision making, and other areas as the United States moves from an industrial to an information society.

RELATED MATERIALS: See handout for names of contact people.

(See following page.)

SOME FILMS

FILM # 1

TITLE: "NEARLY EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT DISSEMINATION, BUT WERE TOO BEFUDDLED TO ASK"

LENGTH: 60 minutes, color

THEME: Communication processes that relate to dissemination and diffusion issues, problems, resource use, and promotion among developers, linkers and clients who are dedicated to the improvement of local education programs and practices.

CLASSIC LINE: "Disseminators need affirmative action because . . ."

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* * * * * * * * * * * * * *

FILM # 2

TITLE: "THE INFORMATION SOCIETY"

LENGTH: 60 minutes color

THEME: The impact of the information explosion on privacy, policy making, and decision making from an agrarian through an industrial to an information society.

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Title: CHEAP 'N' EASY WAYS TO PROMOTE YOUR PRODUCTS

Type of Activity: Workshop

Presenter(s) and Affiliation: Tom Hindes
Instructional Materials Lab
Ohio Department of Education

THE GENERAL FOCUS: The purpose of this workshop was to help participants identify the rationale for actively promoting products and services and to identify opportunities for "cheap 'n' easy" promotion during the three phases of product development.

TOPICS TREATED AND APPROACH USED: The presenter explained why promotion should be built into all stages of product development--before, during, and after the resource is produced--how to accomplish this, and how the process contributes to cost-effective development.

The presentation included ideas about setting priorities for promotion and publicity with respect to budget, as well as a wide range of specific promotional strategies the Ohio Instructional Materials Lab has used effectively.

Most of the participants selecting this workshop appeared to be actively involved in materials promotion as part of their dissemination work.

Title: WHAT DISSEMINATORS SHOULD KNOW ABOUT TRANSFERABLE SKILLS

Type of Activity: Wo kshop

Presenter(s) and Affiliation: William Ashley
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to aid participants in increasing their understanding of transferable skills and the implications for vocational curriculum and instructional planning. The session was planned to provide first-hand experiences in identifying transferable skills and determining their relative importance for curriculum development.

TOPICS TREATED AND APPROACH USED: The workshop incorporated individual and group activities to provide participants with an opportunity to identify, evaluate and rank important transferable skills. An interactive game technique was used along with handouts and sample materials to illustrate how transferable skills can be emphasized in various subject matter areas.

Also noted were specific products that aid teachers in identifying and teaching transferable skills.

RELATED MATERIALS: Contact the presenter to obtain a copy of his handout on transferable skills and occupational adaptability.

Title: RESOURCE CENTERS: ALL THINGS TO ALL PEOPLE

Type of Activity: Workshop

Presenter(s) and Affiliation: Gloria Kielbasa, Currin Cooley, Cas Heilman, and Tamara Sutton
Michigan Vocational Education Resource Center
Michigan State University

THE GENERAL FOCUS: The purpose of this workshop was to afford conference participants an opportunity to share the insights of the staff of the Michigan Vocational Education Resource Center regarding the center's growth and development and their interaction as members of the staff team.

TOP CS TREATED AND APPROACH USED: The Michigan Vocational Education Resource Center has increased its services considerably over the past three years, growing from a loosely structured to a more formal structure. It has been active in the dissemination of sex equity materials and vocational curricula. The staff described these aspects along with the center's efforts in providing printing services, developing brochures and announcements, conducting searches, providing technical assistance to career resource centers in Michigan, and computer applications.

The resource center staff used a panel discussion approach to describe the manifold aspects of their operations and afforded time for questions and answers and group discussion. They also provided participants with packets of materials about the center.

Title: LEARNING STYLES: WHAT DISSEMINATORS SHOULD KNOW

Type of Activity: Workshop

Presenter(s) and Affiliation: Judy Sechler
Judy Samuelson
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to familiarize vocational education disseminators with the learning style concept and major resources available for dissemination.

TOPICS TREATED AND APPROACH USED: The topic of learning styles is vit ' to effective individualized instruction and other aspects of program improvement. In this workshop, participants were asked to complete a learning styles inventory through which they could become aware of their own learning styles. Subsequently a filmstrip, Tell Me About: Learning Styles and Vocational and Technical Education, was shown.

RELATED MATERIALS: Notes: Useful References on Learning Styles

(See following pages.)

For a copy of James A. Keefe's "An Annotated Bibliography of Selected Learning Styles Instrumentation," contact:

Learning Styles Network
c/o Professor Rita Dunn
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Notes: Useful References on Learning Styles

Walter B. Barbe and Michael N. Milone, Jr. "What We Know About Modality Strengths." Educational Leadership, 38:5, February, 1981, pp.378-380.

A.A. Canfield and J.C. Lafferty. Learning Styles Inventory. Detroit, Humanics Media, 1970.

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Dorothy S. Davis and Phyllis Chiasson Schwimmer, "Style--A Manner of Thinking," Educational Leadership. 38:5, February, 1981, pp. 376-377.

Rita Dunn and Marie Carbo. "Modalities: An Open Letter to Walter Barbe, Michael Milone, and Raymond Swassing," Educational Leadership. 38:5, February, 1981, pp. 381-382.

Rita Dunn et al., "Learning Style Researchers Define Differences Differently," Educational Leadership, 38:5, February, 1981, pp. 372-375.

Rita Dunn and Kenneth Dunn. Learning Style Inventory. Lawrence, KS, Price Systems, 1975.

Rita Dunn and Kenneth Dunn. Teaching Students Through Their Individual Learning Styles: A Practical Approach. Reston, VA, Reston Pub. Co., Division of Prentice-Hall, Inc., 1978.

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Patricia Kirby. Cognitive Style, Learning Style, and Transfer Skill Acquisition. Columbus, OH, The Ohio State University, The National Center for Research in Vocational Education, 1979.

Samuel Kirk. Illinois Test of Psycholinguistic Abilities. Urbana, University of Illinois, 1968.

D.A. Kolb. Learning Style Inventory: A Self-Description of Preferred Learning Modes. Boston: McBer & Co., 1977.

David A. Kolb. "Disciplinary Inquiry Norms and Student Learning Styles: Diverse Pathways for Growth." In The Modern American College. Edited by Arthur Chickering, San Francisco, Josey-Boss, 1981.

David A. Kolb. Learning Style Inventory Technical Manual. Boston, McBer and Co., 1976, rev. 1978.

David A. Kolb et al. Organizational Psychology: A Book of Readings. Second Edition, New Jersey, Prentice-Hall, 1974.

Alexis Lotas. Lotas Teaching Preference Questionnaire. Southfield High School, Southfield, MI, no date.

Bernice F. McCarthy. The 4 Mat System: Teaching to Learning Styles with Right/Left Mode Techniques. Oakbrook, IL, Excel, Inc., 1981.

James E. McClellan and B. Paul Komisar. "Preface to the American Edition." In Charles D. Hardie. Truth and Fallacy in Educational Theory. New York, Bureau of Publications, Teachers College Columbia University, 1962.

David W. Merrill and Roger H. Reed. Style Awareness Text. Denver, Personnel Predictions and Research, Inc., The Tracom Corporation, 1976.

Practical Applications of Research. Bloomington, IN, 3:2, December, 1980.

Manual Ramirez and Alfred Castaneda. Cultural Democracy, Bicognitive Development and Education. New York, Academic Press, 1974.

Nancy Reckinger. "Choice as a Way to Quality Learning," Educational Leadership. 36:4, January, 1979, pp. 255-256.

Joseph Renzulli and Linda H. Smith. Learning Styles Inventory: A Measure of Student Preference for Instructional Techniques. Mansfield Center, CT, Creative Learning Press, Inc., 1978.

Ronald R. Schmeck et al. "Development of a Self-Report Inventory for Assessing Individual Differences in Learning Processes." Applied Psychological Measurement. 1, 1977, pp.413-431.

Title: WRITING PRODUCT ABSTRACTS TO PROMOTE PRODUCT USE

Type of Activity: Workshop

Presenter(s) and Affiliation: Alta C. Moser
The National Center for Research in Vocational Education

THE GENERAL FOCUS: The purpose of this workshop was to present some basic guidelines that can help in writing clear, accurate descriptions of products. When audience(s) are identified, outcomes and findings summarized, and the significance of the work highlighted clearly and sufficiently, informed choices--a vital dissemination goal--can more readily be made regarding acquisition.

TOPIC TREATED AND APPROACH USED: Specific suggestions were made toward the writing of effective description of products Such items as title creation, explanations on how to clearly state the significance of the work could be used and by whom, and the referencing of related products were included in this workshop.

The group of workshop participants created a product abstract. Working with an actual product needing description in abstract form, the participants attended to its Foreword and its Preface and then used this workshop's guidelines to produce a readable sample abstract with a complete listing of pertinent information.

Title: GENERATING NETWORKS FOR BETTER DISSEMINATION

Type of Activity: Large Group Activity

Presenter(s) and Affiliation: Lucy Campbell-Thrane
Louise Vetter
The National Center for Research in Vocational Education

THE GENERAL FOCUS: Both formal and informal networks account for a variety of successes in dissemination and program improvement, and so vocational education disseminators need to gain first-hand experience in reaching goals more easily through the pooling of resources and network collaborations. The purpose of this activity, which involved all conference participants, was to simulate the formation of networks as it might occur in vocational education.

TOPICS TREATED AND APPROACH USED: Following a brief introduction to the concept of networking for better dissemination and program improvement in vocational education, the simulation game was launched.

Ten mentoring characteristics were auctioned off to conference participants at large, each operating as an independent agent using monetary resources distributed according to assigned role. After an extended and intensive auction period, the audience could see collaborative or network groups forming. Finally, the newly formed collaborative groups compared and contrasted the auction dynamics that occurred and led to the formation of their network alliance.

RELATED MATERIALS: The Auction Game instruction sheet
"Mentoring Characteristics"

(See following pages.)

THE AUCTION GAME

INSTRUCTIONS:

1. EACH INDIVIDUAL WILL BE GIVEN A SHEET OF CHARACTERISTICS AND WILL BE ASSIGNED A ROLE TO PLAY:

   STATE DIRECTOR
   RCU DIRECTOR
   LOCAL DIRECTOR

2. ONE "CASH" ENVELOPE WILL BE DISTRIBUTED TO EACH PERSON DEPENDING ON THE ROLE S/HE IS ASSIGNED.

3. THE BIDDING OPENS, EACH INDIVIDUAL MAY BID ON WHATEVER CHARACTERISTICS S/HE WOULD LIKE TO HAVE.

4. THE AUCTION WILL CONTINUE UNTIL ALL CHARACTERISTICS ARE SOLD.

5. AFTER THE SELLING PERIOD, IF YOU WISH TO TRADE, HOLD UP YOUR TRADING CARD. MAKE DEALS AMONG YOURSELVES UNTIL TIME IS CALLED.

6. SMALL GROUP SESSIONS TO ANALYZE YOUR DECISIONS WILL FOLLOW THE SELLING AND TRADING PERIODS.

Mentoring Characteristics		Rank	$ Amt
1	KNOWLEDGEABLE Knows and understands the reality of vocational education and shares information with protege		
2	SUPPORTIVE Supports protege; stands by protege; supports and stands by colleagues		
3	SENSITIVE Is aware of people's feelings and needs		
4	POWERFUL Has influence in areas of expertise; knows people and is known		
5	ENCOURAGING Encourages protege to take risks; gives constructive feedback		
6	OBJECTIVE Open, honest, and direct; able to analyze positively and negatively without making value judgments		
7	CREATIVE Open to new ideas; actively innovative; supports new ideas		
8	SCHOLARLY Has a sound knowledge base; analyzes and applies data base effectively		
9	FLEXIBLE Receptive to other viewpoints; considers more than one way to accomplish a task		
10	CONCERNED Conveys warmth and caring on personal and professional level; has concern for protege's personal and professional development		

APPENDIX

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November 17-19, 1981

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