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ABSTRACT

The purposes of the "Pilot Study for the Active TV Viewer Scholar Education" project were to find low cost teaching methods that developed critical television viewing skills among elementary and secondary students, and to develop a parallel program of family education in an effort to modify family viewing practices to encourage critical viewing. This report supplies specific information on the design and implementation of programs to meet project goals and the dissemination of information about the project through conference presentations and publications. A review of programs developed and field tested in various schools throughout Chile in 1984-85 indicates that the development of a critical viewing curriculum was not suitable for the national reality; rather, training teachers in the theory and practice of active television viewer education, enabling them to produce their own materials, was considered to be a more effective approach. A projected area for future investigation by the Universidad de Playa Ancha de Ciencias de la Educacion is the analysis of the effects of a wider variety of media on students. A regional workshop is now developing a methodology to teach skills in critical analysis of materials written by the press, and other institutions have asked for technical support to develop similar programs to enhance the use of educational media. A proposal has been submitted to the national government and National Television of Chile for the development of a national distance education program with similar goals. Efforts to generate international economic and academic support for the pedagogy of mass media projects are also underway. (GL)

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**FINAL REPORT IN THE PROJECT "PILOT STUDY FOR THE ACTIVE
TV VIEWER SCHOLAR EDUCATION".**

Years 1984 - 1985

I Preliminary Information

The project "Pilot Study for the Active TV Viewer Scholar Education" was designed by the end of 1983 with the intention of being presented at the UNESCO Program of Participation for the years 1984-1985 in relation to Program IV 2 "science of education and its application to the renewal of the educational process", with the purpose of improving the educational methods.

This fact places the project in a special position within the research activities carried out by the then so-called Superior Academy of Pedagogical Sciences from which it received all the necessary support to attain its objectives.

Eventhough for external reasons the project was not included in the budget of the UNESCO Program of Participation, and, in spite of this, under the support of the Playa Ancha University of Sciences of Education, the project has achieved most of its aims with the joint efforts of a group of teachers and with the co-operation of several foreign organizations engaged in education.

In this report we want to supply detailed information about general objectives dating from 1983, achievements, activities and perspectives for the future.

II Purpose of the Project and General Aims (Annex 1)

a) Purpose

To find a low cost teaching methodology, suitable for a tested curriculum, destined to teach scholar TV viewers belonging to the basic education area to read the commercial TV messages actively and with educational

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criteria. Moreover, to have an education program for the family, in order to form the active TV viewer in an integrative process for school and family. To integrative TV viewer educational experiences at a national level together with two more countries, namely Argentina and Brazil and to get advantage of the experience gained by two European countries, England and Italy.

b) General Aims

- 1) To devise a low cost suitable teaching methodology to teach scholars to decode educationally the commercial TV messages.
- 2) To devise a curriculum for the education of the active TV viewer, suitable to the basic level of the National System of Education.
- 3) To devise a program for family education destined to the formation of active TV viewers, and to the modification of the family behavior expressed in an excessive, indiscriminated use of TV messages.
- 4) To apply experimentally a teaching methodology to the education of the active TV viewer.
- 5) To apply a pilot curricular plan for the education of the active TV viewer in basic education.
- 6) To apply a family education program, parallel to the curricular plan for the education of the active TV viewer, with the participation of the student's parents.
- 7) To organize a First National Meeting on Media Education centered in the education of the TV viewer.
- 8) To develop a work-shop focused on the Active TV Viewer Education Project, with the participation of foreign specialists together with local and national ones.

The general aims can be grouped in three sub-divisions:

- (I) Design of programs (1 to 3)
- (II) Application of programs (4 to 6)
- (III) Integration and divulgation of experiences (7 and 8)

III Evaluation of the sub-divisions

(I) Design of programs

In connection with this sub-division, the following programs were developed in the years 1984, 1985:

- 1) Module "Watching TV beyond the screen", a method of television dismystification. (See bibliography).
- 2) "Commercial television publicity", an experience with adolescents. (See bibliograpny).
- 3) "School for Parent, Family-Television: a teaching unit based on a descriptive study of the TV reception conditions as found in parents of second basic grade, city of Valparaiso. (See bibliography).
- 4) "Learning to see and read the TV message". Introductory Module to TV education. (Annex 2).
- 5) First TV program for the TV viewer education: "Camera Movements". (Annex 3).
- 6) TV viewer education project through television. "Tevo" micro programs series. (Annex 4)
- 7) Course: Formation of the TV Viewer and Educational Use of TV, with the production of teaching units devised by participants.

The experience gained through the diverse programs developed in our country in the years 1984 and 1985 -especially that of "Roberto Bellarmino Foundation", together with our preliminary work with training programs for teachers in Providencia and Concepción- made it clear that the development of a curriculum as such was not suitable to our national reality; therefore, what seemed to be more profitable for

was to train our teachers in the theory and practice of the Active TV Viewer Education, enabling them to produce their own methods on the basis of their own reality and resources.

Special reference must be made to the course entitled "Training of the TV Viewer, Educational Use of TV" (Annex 5). This course was developed in 1984, under agreement with the Municipal Corporation for the Social Development of Valparaiso and the Vicarate of Education of the Episcopate of Valparaiso. Teachers from 10 institutions attended the course and presented their own methods for TV viewer education. Up to now some of these groups continue testing methodologies and improving their own.

(II) Application of Programs.

In 1984, in the various institutions involved in the course "Training of the TV Viewer, Educational Use of TV" diverse methodologies derived from the study of the reality, and the description of problems were applied. These applications were supervised and evaluated; in most cases, a significant modification in the behavior of the students involved was noticed.

The project "Watching TV beyond the screen" (after its publication in December 1984) was integrally applied by a group of teachers of the Arturo Prat Highschool, in Limache; no extra curricular time was required. The aims were attained with the help of the whole staff and authorities. A report was presented. The students involved belonged to the fifth basic grade. (Annex 6).

Bruce Horsfield's methodology, "Television Awareness Project", introduced in 1983 by the Superior Academy of Pedagogical Sciences, was tried in 1984 in the San Pedro Nolasco School and the Salesian School of Valparaiso by the teachers Juan Peña and José Carrera, respectively. In 1985, teacher Ana Méndez tried this methodology again; she applied the third revised edition at the Marfa Auxiliadora School of Valparaiso. (Annex 7). This activity was assessed with the direct supervision of Dr. Horsfield during his visit to our institution.

The School for Parents, Family and Television was applied during the third semester 1985 in the San Ignacio de Loyola School with the participation of a group of parents and guardians of the second basic grade. The teachers who worked on this project were Marcela Guajardo, Verónica Chávez and Sara Fravo. The experience was structured in 5 sessions, beginning with an introductory lecture. (Annex 8).

(III) Integration and Divuligation of Experiences

The Ninth National Meeting on Culture was held in Arica in November 1984. On that occasion, a report on the Pilot Project for the Education of the Active TV Viewer was presented by teacher Claudio Figueroa. The coordinators of the project were later on congratulated by the organizers of the Meeting.

The First National Meeting on the Pedagogy of Social Communication Media took place in January 1985. The central topic was "The Education of the TV Viewer". Over 100 persons attended it. Reports were presented by diverse teachers and specialists working in the area of the Pedagogy of the Social Communication Media. Among these, 6 were presented by researchers working on our project:

- 1) Pilot study for the education of the active TV viewer.
- 2) Experience: a course for the training of the TV viewer and the educational exploitation of TV.
- 3) An analysis of the contents of TV programs for children.
- 4) Commercial publicity: an experience with adolescents.
- 5) Watching TV beyond the screen.
- 6) Let's learn to see and to read the TV message.

It is worth mentioning that Mr. Ismar de Oliveira Soarez, from INTERCOM, Sao Paulo, Brazil, participated with a work on Critical Reading of Communications which was very rewarding to enrich our national vision of this area.

In April 1985 our project was presented at the "First Latin-American Seminar on TV Education" in Santiago, and organized by CENECA and OREALC. Profs. Miguel Reyes and Roberto Chiang attended it, in representation of our University. At this moment, our project is the only one undertaken by a University. (Annex 9).

In October 1985 Prof. Patricio Calderón travelled to Brazil to present the project at the VII INTERCOM Cycle (Brazilian Society For Interdisciplinary Studies on Communication). (Annex 10).

Invited by the Department of Sciences of Education, Dr. Bruce Horsfield visited our university in November 1985. Among his activities here, we can mention. (Annex 11)

- "Education for the Use of Social Communication Media" (Lecture).
- "Communication and Educacion Media. Teaching to Watch TV" (Course).
- "Training of Teachers on Media Pedagogy" (Seminar)

The II National Meeting on the Pedagogy of Social Communication Media took place in April 1986. The central topic was "Educating through the Press and TV". 124 persons attended it. Out of the 18 reports presented, 4 originated from our project:

- 1) Television and the attention, selective perception and cognitive learning processes in the viewer.
- 2) School for Parents, Family and Television.
- 3) Assessment of a foreign methodology.
- 4) Video rock educational perspectives.

The other reports were presented by teachers from several universities and research centers of the country. Two pannels were conducted by specialists of diverse centers. The event received ample coverage from newspapers such as "El

belonging to the Catholic University Television Corporation.
(Annex 12)

3 h) Publications

Documents

As a means to generate bibliographical material in Spanish on the field of Pedagogy of Social Communication Media, the project has created a series of publications entitled "Documents of Pedagogy of Social Communication Media". Two numbers have been published each year with the following titles:

- 1) AA.VV. Theoretical contributions and didact support for the education of the TV Viewer. Department of Sciences of Education, Valparaiso 1984, 52 pp.
- 2) Aguilar, Gastón et al. Module: Watching TV beyond the screen". A method of TV demystification. Department of Sciences of Education. Valparaiso 1984, 48 pp.
- 3) Calderón P., Reyes, M. Antecedents and present state of Project "Education of the Active Scholar TV Viewer". Department of Sciences of Education, Valparaiso 1985, 25 pp.
- 4) Reyes, Miguel. "Education for TV in Chile". Department of Sciences of Education, Valparaiso, 1985, 31 pp.

Apart from this the office of Public Relations prepared during 1985 an index with an impression of 150 sampler entitled "Education for TV in Chile" which was distributed through the groups of Scientific Journalism and the College of Journalists in the area.

Amongst the future publications of the series of Documents, the following titles are considered:

- 5) Reyes, Miguel (Editor) Suggestions to the I National Meeting about Education for the TV viewer.
- 6) AAVV Methodologies for teaching how to watch TV: Publicity, Adolescents, TV Family.
- 7) Suggestions to the II National Meeting about Educating with the Press and TV.

Articles

During the two years, the following publications have appeared after the project.

- Reyes, Miguel "Education for the TV viewer: tendencies, problems and perspectives" in "Educational Dialogues" N° 3/4.
Department of Sciences of Education, Valparaíso, 1984.
- Reyes, Miguel "Education and show or the job to learning to act" in "Educational Dialogues" N° 6
Department of Sciences of Education 1985.

IV Some difficulties

Although during the two years the project has worked with the same general and specific objectives, during the year 1985, 4 groups were structured in the work plan:

Alfa group - (curricula) whose objective was to elaborate curricula and validate methodologies.

Beta group - (self-analysis areas) it was created with the purpose of studying the needs, motivations and reactions, that TV produces on the TV viewer.

Gama group - (teaching how to read and write area) whose objective is the knowledge and handling of TV language. Understanding of the different types of TV messages and their meaning.

Delta group - (TV media) whose purpose was designing, production and broadcasting educational TV programmes for the education of the TV viewer.

Those groups improved some of their aspects of work, unfortunately they didn't contribute much to the research in general. Apparently, this was provoked for the lack of real time given to the investigation. In fact 5 teachers helped without having had time assigned for that and 2 more who did have time for this project had to distribute their work with 3 other research project.

V Projections.

1) Institutional Projections

At the end of the work of this Pilot Study related to a mass medium and its influence on students, it is evident the need for extending the field of future investigations to the analysis of the mass media altogether, for its better educational use. Considering this, this coordinating group has already presented a project entitled "Pilot Study for the Educational Use of the Mass Media" (ECOS) to UPLACED and to the National Fund for the Scientific and Technological Development.

In this way the amount of resources that were generated by investigation, not only during the two mentioned years, but also preceding years has seen the need to create an area of work in which UPLACED had acquired a compromise 4 years ago and which represents a leadership in relation to others in our country.

The center of Pedagogy of Mass Media, depending on the Facultad of Education is in these days considered a project in itself, so it can be considered a part of the structure of the University.

2) Regional and National Projections.

Out of the conclusions extracted in the II National Meeting of Media Education (anexo 12) the idea of creating a Regional Workshop of Pedagogy of Mass Education came out of several representatives of institutions and universities with the purpose of stimulating the better educational use of the mass media.

Now, after a month work, this workshop is studying and developing a methodology to teach students to read the written press. Apart from this, different educational institutions of the area have asked for technical support, for their tasks of better educational use of the media, for example: Liceo "Eduardo de la Barra", Colegio "David Trumbull", Colegio "Seminario San Rafael", colegio "Franco-Inglés", Colegio "Alemán", etc.

The basis for a national programme carried out at a distance has been presented to the Subsecretaría of Education and to National TV of Chile for the better educational use of TV whose purpose in this better educational use of TV by means of the education at a distance, with the support of the TV as a social mass medium. It is being studied at present.

3) International Projections.

Andrés Bello Agreement.

In December 1985, a project for training Teachers in Education for the TV viewer was presented through the office of International Relations of the Ministry of Education for the years 86-87 within the programme of Pedagogy of Media Education, for countries signing the Andrés Bello Agreement.

The permanent executive secretary of the Andrés Bello Agreement accepted this project in January 1986 in this XII Meeting of Directors of Planning and now is trying to obtain economic means from other international institutions for the execution of the two-year project.

In this Level, UPLACED is one of the few if not the only national institution that presents projects of this nature to SECAB.

Post Graduate Programmes with Australian Universities

The relationships established with Dr. Horsfield during his stay in Chile have generated several contacts and work offers with Australian institutions dealing with the training of teachers.

There is the concrete proposition of the Victoria State College for a graduate Programme in Educational Technology and Pedagogy of Mass Media with the help of Australian specialists and the integration of teachers of our university. Such a programme

The University of Deakin has made a similar offer for a master of arts or Master of Education, through research with specialization in Pedagogy of Mass Media, with the intention to be offered to countries of South America, starting with an agreement with UP.LACED. The requirements of Deakin University are now being discussed and with future views to a inter university agreement.

The Institute of Education of the University of London and the British Institute have shown their interest for the development of Pedagogy of Mass media in Chile, particularly in this University. Some contacts with the Office for the Development of Foreign countries and the mentioned University can generate an economic and academic support during the following months for the Development of the Pedagogy of Mass media in Chile from this University.

VI Acknowledgments

The Coordinating office of this project, feel the need to thank specifically Rectoría and the Head Office of Sciences of Education for the support and help that has been given to it during these years.

In a similar way the coordinating Office of Research of this University, Public Relations and central institutions have contributed to the achievement of the academic objectives that we have described in these pages.

We can't stop mentioning the contribution of a long list of teachers who in several ways as co-investigators, as translators or as parts of different sections of the project have helped to develop this institutional task.

Convinced that the enlargement of an institution is not only the job of one person -eventhough it requires personal compromise-, we wish to go on collaborating with the improvement of the quality of the education with our contribution in the perspective of the Pedagogy of Media Education.