A BASIC REFERENCE SHELF ON THE NEW MEDIA AND TEACHER TRAINING. A SERIES ONE PAPER FROM ERIC AT STANFORD.

BY- INGLE, HENRY T.
STANFORD UNIV., CALIF. INST. FOR COMMUN. RES.

EDRS PRICE MF-$0.25 HC-$0.56 12P.

DESCRIPTORS- ANNOTATED BIBLIOGRAPHIES, INSTRUCTIONAL MEDIA, TEACHER EDUCATION, RESEARCH METHODOLOGY, MEDIA TECHNOLOGY, PERIODICALS, PROFESSIONAL ASSOCIATIONS.

ANNOTATED REFERENCES ENCOMPASS RESEARCH RESULTS AND EVALUATIONS OF CONCEPTS AND PRACTICE IN TEACHER EDUCATION, ANALYSES OF THE CHALLENGE AND POTENTIAL OF THE NEW MEDIA, AND GUIDES TO RIGOROUS RESEARCH DESIGN AND METHODOLOGY, PERIODICALS AND ASSOCIATIONS CONCERNED WITH TEACHER EDUCATION AND INSTRUCTIONAL TECHNOLOGY ARE ALSO LISTED. (LH)
A BASIC REFERENCE SHELF ON
THE NEW MEDIA AND TEACHER TRAINING

By Henry T. Ingle

Research Assistant
Research and Development Center in Teaching
Stanford University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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May, 1968
THE NEW MEDIA AND TEACHER TRAINING

Modern technology has provided education with a remarkable array of electronic and mechanical aids—filmstrips, motion pictures, slides, radio and television, audio and videotape recordings, and computers, to mention only a few.

These innovations, popularly categorized under the labels of "educational technology" or "new media," have been received with reactions which at times have been enthusiastic, but more often have come close to apathy, fear, or even hostility. Indeed, it is the exceptional educator who to date has adequately searched out and developed techniques in teaching, learning and research which utilize these new media.

Such conditions strongly underscore the need for both sound sources and wide dissemination of relevant information. And it is within this framework that this paper has been compiled. Its emphasis is on the harnessing of science and technology to the preparation and training of teachers; its purpose is to bibliographically highlight a new dimension of the potential of technology in education.

As herein viewed, the phrase "technology in education" does not necessarily refer to instrumentation, but more to the effective coordination of educational techniques and procedures which can maximally expedite learning.

REFERENCES RELATED TO TRENDS IN TEACHER EDUCATION:


   This manual offers a collection of papers and research instruments developed in the evolution of the micro-teaching component of the Teacher Education Program at Stanford University. It is recommended as first
reading for anyone interested in the use of the micro-teaching technique as a combined training and diagnostic tool for either pre-service teaching experience or in-service programs of teacher improvement.


To provide opportunity for discussion of some of the theoretical problems arising out of studies on the roles, functions and activities of teachers, the Department of Curriculum and Teaching of Teachers College sponsored two conferences during the Spring and Fall of 1962. Researchers engaged in studies of classroom behavior were invited to prepare papers reporting on the conceptual framework within which their studies were planned and carried out. These papers served as the basis for discussion during the conferences, and in this report they are made available to a wider audience. Authors of these papers include B. Othanel Smith, Milton Meux, and Ned Flanders.


This monograph focuses attention on a selected number of exemplary uses of television and videotape recording in the professional education of teachers. It contains general statements on the potential of new media in teacher training and individual descriptions of institutions felt to be making worthwhile progress in the field.


This study on teacher education is one of a series being prepared by the Technical Resources Division of the Office of Educational Services. The study reviews present programs and projects in teacher education as
carried out by the Education Division of ICA Missions in cooperation with some forty foreign countries. Promising practices are highlighted and guidelines are developed for present and future teacher education projects. Countries included in this study represent Latin America, the Near and Far East, South Asia and Africa.


This volume presents the findings of a two-year study on the preparation of American teachers for the elementary and secondary schools.

With the assistance of a traveling team of educators, Dr. Conant visited some 77 institutions of higher education seeking to place the complex problems of teacher education and certification in perspective. Notwithstanding a few self-imposed data-collection limitations, the study provides an excellent descriptive listing and analysis of the great variety of existing teacher education programs and concludes with specific recommendations for the improvement of teacher education in general.


The project and culminating conference reported in this document—supported by a U.S. Office of Education grant—brought together a number of distinguished educators and research scholars for an exploratory look at teacher education. This publication comments on the project findings, appraises the progress of research in teacher education and presents an appropriate schema for identifying and guiding future research in this area. In addition to the authors, other participants whose viewpoints are represented include Othanel Smith, Milton Meux, Raymond Collier, Ned Flanders, Elizabeth S. Maccia and C. Walter Stone. The section by Stone offers an excellent overview on the implications of instructional media research to teacher training.

This collection of ten papers is an outgrowth of the Conference on Learning and the Educational Process held at Stanford University in 1964. The participants were an outstanding group of young research workers in education, psychology and sociology. At this conference, they reviewed their past work and laid plans for new studies on learning and motivation in education. The book is a fine sampling of varied research approaches and significant research findings. Of particular relevance to teacher training and technology is a chapter by Lawrence Stolurow on the construction of appropriate teaching models. He illustrates these models by describing SOCRATES, a computer-based systematic approach which models the teaching process and tests the appropriateness of the models.


This booklet, which resulted from a study developed between the U.S. Office of Education and Hunter College, City University of New York, is probably the single most comprehensive source of research evidence on the role of new media in teacher education. Not only does it individually and collectively review the functional characteristics of both teacher education programs and new media, but it also provides much needed methodological guidance for experimental and applied research in this field. The concluding section of this publication contains a bibliographical listing of 467 documents relevant to teacher education and the new media.

This pamphlet is a capsule summary of the use of the portable videotape recording system in the research and development program at Stanford University. The components of the micro-teaching technique and the internship program are discussed; in addition, cost and equipment specifications of the videotape recording system currently in use at Stanford are included. The pamphlet is designed as an informational supplement to the manual, *Micro-Teaching: A Description*, which has already been cited.


This national state-of-the-art survey of instructional CCTV systems includes a directory describing the present user patterns of this medium in some 700 American educational institutions (ranging from elementary schools to universities). The directory section includes detailed "software" and "hardware" information for each CCTV user institution. Special mention is made of institutions using their CCTV systems for in-service and/or pre-service teacher education. This particular listing can be used as a sampling frame for future research in teacher education and new media, and also can help facilitate communication among institutions operating or planning instructional CCTV systems for use in teacher education programs.

**CHARACTERISTICS OF NEW MEDIA IN EDUCATION:**


This publication is a continuing project of the American Education Research Association which was initiated in 1941 with the publication of the first edition under the editorship of Walter S. Monroe. The Encyclopedia provides a critical evaluation, synthesis and interpretation of studies in education and related fields. In this particular edition, special attention
is invited to W. H. Allen's review of Audiovisual Communication research, pp. 115-137, and the section on teacher education, pp. 1452-1543, by Lee Cronbach, Charles Clarke, Laurence D. Haskew, et. al. Topics included in this latter section include items on teacher-effectiveness criteria, student teaching, internships and training devices.


The editor of this supplementary special issue of AVCR has collected a series of authoritative papers which come to grips with the problems of effectively utilizing audiovisual materials. The basis of discussion is the application and elaboration of the general theories of human learning. Study of the articles should furnish the educational researcher and practitioner with a sound basis for the application of technology to training programs and classroom learning.


Shunning the usual overly-exaggerated optimism about the latest technological innovations, this book presents an excellent collection of interdisciplinary papers by leading sociologists and psychologists on the challenges and impact the new media offer education and society in general.

**METHODOLOGICAL ISSUES IN TEACHER TRAINING AND NEW MEDIA RESEARCH:**


This chapter, which is now available in a handy paperback from Rand McNally and Co., is undoubtedly the clearest exposition available on
the development of sound research designs. It can be most helpful to prospective researchers in assisting them to determine the inherent advantages and disadvantages of varied research strategies—an area presently plaguing many researchers in the field of teacher training and educational media.


This handbook summarizes, critically analyzes, and integrates a large number of studies completed on teaching and the learning process. Its uniqueness undoubtedly lies in the very complete discussions of the conceptual methodological techniques used in research in teaching.


Chapter six of this research monograph—"Contrived Observation: Hidden Hardware and Control"—is recommended to educational researchers considering the use of technological devices for research purposes. Although not intended specifically for researchers in the teacher training field, its relevance is readily apparent. Chapter six offers an excellent over-all appraisal of the "pros" and "cons" in the use of technological devices as data-collection instruments, and deals with the Hawthorne effect, videotape recordings, etc. The informational benefits to be derived from reading this monograph are only exceeded by the entertainment resulting from the authors' manner of presentation.


This collection of reports from the leading men in the field of experimental psychology presents research findings and experiences as they relate to training. It is a representative account of the research and development in the problems of training and the underlying phenomena of
learning. For this reason, it offers valuable guidance on the gains, losses, promising paths and avoidable detours in teacher education.


In this yearbook the concern is with the professional problems of developing psychological methodologies that will be used collaboratively to deal with basic problems of education. This preoccupation is shown in the several chapters dealing with educational technology and the concern with a psychology of teaching. The underlying premise of the present yearbook is a furtherance of the belief in a scientific psychology of learning.

PERIODICALS ON TEACHER EDUCATION AND/OR INSTRUCTIONAL TECHNOLOGY:

*The American Educational Research Journal,* published four times a year by the American Education Research Associati , , Washington, D. C., presents original reports on experimental and theoretical studies in education. In past issues, some attention has been given to current developments in teacher training and educational technology.

*AV Communication Review,* published quarterly by the Department of Audiovisual Instruction, National Education Association, Washington, D.C., is perhaps the best single source for keeping abreast of current developments and research in the field of instructional technology. Many of its issues report on the utilization of these technologies in teacher education.
Audiovisual Instruction—a monthly magazine from the Department of Audiovisual Instruction, National Education Association, Washington, D.C., takes a broad look at the dynamic field of instructional audiovisual media. It is recommended reading for educational researchers and practitioners concerned with utilization of the newer media.

The Journal of Educational Research, published ten times a year at Madison, Wisconsin, reports on research articles and critiques designed to advance the study of education as an applied behavioral science.

Educational Screen and Audiovisual Guide, published monthly by Educational Screen, Inc., Chicago, reports on exemplary practices in the use of media and the development of new technologies and educational services.

Educational Technology is published bimonthly by Educational News Service, New Jersey. As a magazine, its primary emphasis is on the field of educational media as they are today and as perhaps they will be in the future. Educational technology is covered from two broad viewpoints: technology-as-machines and technology-as-applied-science.

The Journal of Experimental Education is a Dembar Educational Research Services' publication devoted to specialized or technical education studies and treatises about the mathematics or methodology of behavioral research.

Sociology of Education (formerly Journal of Educational Sociology), published quarterly by the American Sociological Association, Albany, New York, is devoted to the theory and practice of education as a means for developing social change. For this reason, it is vitally concerned with studies on teacher education.

The Journal of Teacher Education is published quarterly by the National Commission on Teacher Education and Professional Standards,
National Education Association, Washington, D.C. It is the only national professional journal concerned exclusively with the total spectrum of teacher education, including pre-service, in-service, and graduate education.

ORGANIZATIONS AND ASSOCIATIONS CONCERNED WITH TEACHER EDUCATION AND INSTRUCTIONAL TECHNOLOGY:

The American Association of Colleges for Teacher Education (AACTE)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Edward C. Pomeroy, Executive Secretary

Bureau of Educational Personnel Development
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C.
Don Davies, Associate Commissioner

Department of Audiovisual Instruction
National Education Association
1201 Sixteenth St., N.W.
Washington, D.C. 20036
Anna L. Hyer, Executive Secretary

Division of Educational Technology
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
Harold E. Wigren, ETV Consultant

Far West Laboratory for Education Research and Development
1 Garden Circle
Hotel Claremont
Berkeley, California 94705
John K. Hemphill, Laboratory Director

Multi-State Teacher Education Project
1101 St. Paul Street
Baltimore, Maryland 21202
Howard E. Bosley, Director
Instructional Services
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C. 20036
W. J. Harley, President

The National Commission on Teacher Education and Professional Standards (TEPS)
1201 Sixteenth Street, N.W.
Washington, D. C. 20036
D. D. Darland, Associate Secretary

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, California 94305
Dr. Robert Bush, Director