A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL UNIT ENTITLED "HAPPY VALLEY-GOOSE BAY: THE CHANGING PATTERN OF COMMUNITIES"

DOUGLAS WAYNE YOUNG

A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL UNIT ENTITLED "HAPPY VALLEY-GOOSE BAY: THE CHANGING PATTERN OF COMMUNITIES"

BY

© Douglas Wayne Young, B.Sc., B.Ed.

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ABSTRACT

The purpose of this study was to develop a unit of instruction to supplement the grade five social studies curriculum in Newfoundland and Labrador. The unit is entitled "Happy Valley-Goose Bay: the Changing Pattern of Communities", and was developed using a systems approach to instructional development.

The unit is multimedia in nature and includes a student booklet, a teacher's guide and a slide-tape presentation. The intended learning outcomes were drawn from the social studies curriculum for the province of Newfoundland and Labrador. An extensive literature search resulted in the composition of related research on the community of Happy Valley-Goose Bay. This research was used to develop the content of the instructional materials.

At various stages in the development of the unit consultations were held with content specialists, media specialists, and learning specialists. Their suggestions were incorporated into the unit.

The materials were field-tested in grade five classes in St. John's, Mount Pearl and the Goulds. Results of the evaluation showed that the unit was appropriate for the intended use, and successful in

meeting the objectives specified.

The following conclusions were drawn from the study:

1. The materials are effective in reaching the objectives specified in the report.

2. The effectiveness of the materials is even more pronounced when they are used in conjunction with the unit for which they were developed.

DEDICATION

This work is dedicated to my children

KRISTIN AMY

STEFAN BLAIR

DOUGLAS AVERY

So much of my time has been devoted
to the completion of this project
yet you all have been so supportive
and understanding when your dad
could not spend precious moments
with you.

Thanks,
your DAD

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- Jean, a friend, who prompted me to get on with the completion of this project.

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CHAPTER I

INTRODUCTION

This report describes the design, development and evaluation of an instructional unit entitled "Happy Valley-Goose Bay: The Changing Pattern of Communities" which was produced during 1985-86 to supplement the Grade Five Social Studies curriculum. The project was prepared using a systems approach to instructional development. This type of approach includes the following procedures: needs assessment, learner analysis, task analysis, selection of a media format, development of the instructional package, implementation and evaluation. These procedures are described in detail in the chapters which follow. The first step in developing instruction usually involves establishing that a need exists for the material.

Kibler and Bassett (1977) suggest that a perceived need by one or more participants in the learning process may cause the instructional designer to carry out procedures to determine if in fact a need is present. The process which determines a discrepancy between the way things "are" (the status quo) and the way things "ought to be" (goals) is referred to as a needs assessment

(Burton and Merrill, 1977:27). It is "a systematic process for determining goals, identifying discrepencies between goals and the status quo, and establishing priorities for action" (Burton and Merrill, 1977:21).

Kaufman (1972) identifies three general types of models for needs assessment: 1) inductive, 2) classic and 3) deductive. The first, the inductive model, measures students' behaviors and then classifies them in terms of apparent or implicit goals.

The second model identified by Kaufman (1972), the classic model, deals with educator-oriented goals rather than with learner oriented goals. In other words, it refers to what teachers should present or do in the classroom rather than what learners should be able to do as a result of teacher and learner effort.

Burton and Merrill (1977) advocate the use of the third model described by Kaufman. The deductive model, according to Kaufman (1972) begins with some specific goals and then derives the appropriate behavior which would demonstrate the achievement of the goals.

According to Gagne and Briggs, the identification of an educational need usually results in the design of instruction which in recent years has been carried out in a systematic manner, and has become known as "the systems approach"(1974:210). They define instruction as "the

means employed by teachers, designers of materials, curriculum specialists, or other persons concerned in developing an organized plan to promote learning" (Gagne and Briggs, 1974:210).

A number of educators have described models which involve a systematic process of planning in which learning experiences are developed, implemented, controlled, and evaluated (Gagne and Briggs,1974; Coger,1975; Davis,1974; Taba,1962; Tyler,1950). The models that have been formulated by these educators may include varying numbers of steps in the process, and use different terms to describe these steps. However, all these models involve a systematic approach in defining and resolving the instructional problem.

This study was initiated because of a perceived need for resource materials to supplement the unit "The Changing Pattern of Communities" of the Grade Five Social Studies text "Our Province: Newfoundland and Labrador" (Cramm and Fizzard, 1983). A needs assessment was initiated since it "is a process for determining what should be taught ...[and it]... should be the first step in a systematic approach to the development of instructional materials" (Burton and Merrill, 1977:21-22).

> "The days of poorly designed materials for teaching are numbered. It is no longer necessary to do without some form of specifications and quality control in education. If all instructional components are selected and designed on the basis of objectives, presentation form, subject content and student characteristics, if all media, methods and instructional events are put together because they are the most appropriate for each objective and for each general and specific goal, and if the interrelated combination is thoroughly validated, an instructional system exists." (Coger, 1975:11).

Coger (1975) describes a model which illustrates the elements of an instructional system. This model is applicable once the goals, or instructional problem have been identified, and verified. The elements which comprise this model include:

i) Define Instructional Problem

ii) Determine Students' Characteristics

iii) Develop Learning Objectives

iv) Specify Subject Content

v) Develop Learning Activities

vi) Select Media

vii) Identify Required Supportive Services

viii) Evaluate Systems

ix) Analyze Feeback

REVISE AT STEPS (iii) to (ix) WHERE NECESSARY.
(Coger, 1975:16)

Specifically, this study was initiated to determine if a perceived need for resource materials on the community of Happy Valley-Goose Bay was actually an educational need which might be resolved utilizing a systems approach to instructional development. Closely associated with that was another perceived need which suggested that a model for studying communities was required for the Grade Five Social Studies unit "The Changing Pattern of Communities".

This report describes an instructional development process used to assess needs, and to develop, implement, and evaluate instructional materials. This process incorporates the principles of a systems approach to needs assessment and design of instruction referred to in this chapter, and is further explained in the chapters which follow.

CHAPTER II

NEEDS ASSESSMENT

INTRODUCTION

In utilizing a systematic approach to solving instructional problems, one should first determine that a problem exists before any technique is developed to solve that problem. Kibler and Bassett suggest that the process carried out by instructional designers "is ultimately linked to some perceived need, either on the part of learners, their parents, employers, teachers, instructional administrators, state or federal agencies, or society" (Kibler and Bassett,1977:52).

The need perceived by one or more of the participants in the learning process may cause the instructional designer to carry out procedures to determine if in fact a need is present. "A need is identified when a discrepency is found between an ideal or acceptable state of affairs and the present status or observed state of affairs" (Kibler and Bassett,1977:52). Thus, the instructional designer must identify a perceived need, and then conduct measures to determine if this perceived need is in fact a discrepency which must

be reduced or eliminated.

A needs assessment is a systematic process for determining goals, identifying discrepancies between goals and the status quo, and establishing priorities for action (Burton and Merrill,1977). Thus it should be the first step in a systems approach to the development of instructional materials since it helps to determine what should be taught.

Depending on the field of study, the term "need" may take on various meanings. As many as five types of educational needs have been identified (Bradshaw,1972); (Toffler,1971). In spite of the number of educational needs, they all carry a central idea; a need is a measureable discrepancy between the way things "ought to be" and the way things "are" (Burton and Merrill,1977).

IDENTIFYING NEEDS

During the past two years, a new textbook was introduced to the Grade Five Social Studies programme in this province. Usually, the introduction of a new text is not a noteworthy event. However, in this case, a number of factors are significant.

The new textbook, "Our Province, Newfoundland and

Labrador" (Cramm and Fizzard,1983), recognizes the goal of personal development as described in the Department of Education's "Design for Social Studies K-VI in Newfoundland and Labrador" (Government of Newfoundland and Labrador, n.d.), and attempts to meet this goal in a variety of creative ways. This textbook is a deviation from its immediate predecessor, which was more or less an outpouring of factual material about the geography of Newfoundland and Labrador. The new book encourages an understanding of trends, events and circumstances affecting our province's development. In addition to this, the authors attempt to create an awareness that circumstances may change; thus students should know how to find and interpret information rather than try to memorize facts which may only be true at a particular point in time.

As a result of the investigative approach adopted in this text, student activities such as research become an integral component of this course; supplementary information and the use of a multitude of resources become an even more vital element of the learning process. (This may have been a deliberate attempt on the part of the authors to stimulate a greater use of the resource-based teaching technique in this province.) Whatever the reasons for this approach, a problem exists

which can interfere with the orderly implementation of the resource-based teaching technique for this course; the problem is the availability of appropriate resources for a variety of topics covered in the Grade Five Social Studies curriculum.

Generally speaking, there is an increase in the amount of resource material (both print and non-print) that is being produced on topics concerning Newfoundland and Labrador. A survey of materials listed in the catalogues of Memorial University of Newfoundland's Resources Clearinghouse, the National Film Board and the Department of Education's Instructional Materials Division indicate that topics of a provincial scope are prevalent. However, not all the materials are appropriate for students at a Grade Five level; and in spite of the apparent increase in the quantity of materials available, especially through the Resources Clearinghouse, there remains the question of quality; a number of items that are available are in circulation merely because nothing else exists. Many of the items available are student projects, and a number of these have not been developed in accordance with recognized instructional development models, and lack sufficient support materials to make these valuable as classroom learning resources.

In the case of the Grade Five Social Studies

programme, a number of factors should be taken into account when considering the appropriateness of resource materials to be used for this course. In the opinion of this developer, these include:

> i) a reading level appropriate for grade five students
>
> ii) concepts which are within the grasp of these students
>
> iii) a vocabulary appropriate for grade five students
>
> iv) topics which correspond to those covered in the text
>
> v) a treatment of the topics which reinforces the approach recommended by the Department of Education, and adopted by the authors of the text
>
> vi) a format which would be appropriate for students at that grade level, and which would be available for use in virtually all schools in the province.

The textbook that is currently being used in the Grade Five Social Studies course in this province's schools contains a section called "The Changing Pattern of Communities" (Cramm and Fizzard,1983). Information is presented and questions are raised with reference to the reasons for establishing a community in a particular place, the size of the community, sources of employment available, and how the nature of the community may have

changed over a period of time. Furthermore, students are encouraged to examine their own community, and consider ways of obtaining the information that they require for this examination (Cramm and Fizzard,1983:21-23).

In essence the authors of the text used in the Grade Five Social Studies programme are encouraging students to answer a number of questions about their community, and communities generally in this province, by using a variety of sources of information. Simply put, these questions are:

1. Where do we live?

2. Why did people establish the community in the first place?

3. How many people live there?

4. What changes have occurred over the years?

5. How are the people employed?

6. Why do people leave the community?

7. Why do people come to live in the community?

8. How can you find the information that you need to answer these questions?
(Cramm and Fizzard,1983:21)

The authors of the text appear to be introducing a number of concepts in this section. The title, "The Changing Pattern of Communities", suggests three concepts. The most obvious involves the characteristics which make up a community. A second concept suggested by the title deals with the idea that there are distinct reasons why a community is established in the first place; these reasons can help determine a recognizible pattern. The third concept that can be garnered from the title involves change; over a period of time, the reasons for establishing a community may change, thus causing some communities to cease to exist, while others may grow, and new ones be created.

In the space of four pages in the text, the authors of "Our Province: Newfoundland and Labrador" (Cramm and Fizzard, 1983) have, through presentation of information and inquiry techniques, provided students and teachers with a topic that has tremendous potential for in-depth study. It is this developer's belief that Cramm and Fizzard (1983) have placed significant importance to this topic; it is the section which immediately follows the introduction, and an entire unit is devoted to issues related to the topic.

Furthermore, the authors appear to have been

deliberate in their attempts to encourage the use of a wide variety of resources such as written records, oral records, old buildings and monuments, pictures, and objects from the past (Cramm and Fizzard,1983:22-23); they appear to be encouraging an approach known as resource-based teaching.

This teaching technique goes beyond the use of a textbook or teacher as the indisputable source of information. Students are exposed to many sources of information, and to the idea that no one source is likely to contain all the available information. Although the use of this technique may be increasing in this province, it does not appear to be the predominant teaching approach. It is this developer's fear that because the concepts previously discussed are presented in a relatively brief fashion, the importance that some teachers may assign to them may be insignificant.

The opportunity that Cramm and Fizzard provide in this unit is very significant because it is one that introduces students to researching information. It is an opportunity that is also very well planned; what topic at this grade level can better provide for independent or group research than that of your own community. Because local study is encouraged, all students will have access to a variety of sources of information.

Although the authors of the text have been quite astute in the planning of concepts to be covered, the limited number of examples cited in the unit may result in a superficial treatment by some teachers. Thus, this well-formulated learning experience may not achieve its intended objectives because it lacks a model which provides suggestions for carrying out a local community study.

It is for these reasons that this developer identified a potential problem which should be more carefully studied so as to determine a possible solution.

ANALYSIS OF NEEDS

An informal survey of grade five teachers in the Happy Valley-Goose Bay area indicated that suitable materials would be useful, and would be utilized. Furthermore, it has been demonstrated to this developer that there is interest in this type of material from teachers on the Island part of the province, and that therefore any resource materials developed on Happy Valley-Goose Bay would have a wider-spread application than originally predicted.

Based on these initial, informal responses, it

appeared that there may in fact be a need for suitable materials on this topic. A survey of the literature indicated that the materials available do not adequately satisfy the need identified. Furthermore, there was reason to believe that if suitable materials were developed, then they would serve a useful purpose.

A more formal survey of grade five Social Studies teachers in the Happy Valley-Goose Bay area was undertaken to determine if the conclusions made by this developer (based on informal responses) pertaining to the need for the specified instructional materials were in fact valid. To achieve this, a questionnaire-type instrument (Appendix C) was designed to gather the necessary data.

Sixteen questionnaires were distributed to teachers in six schools in the Happy Valley-Goose Bay area which offered the Grade Five Social Studies course. Teachers were selected on the basis that they were currently teaching, or had previously taught the course. Perhaps due to the fact that teachers were contacted on a personal basis by a researcher that they knew, the return rate for completed questionnaires was quite good. Fourteen of the sixteen teachers, or 87.5%, completed and returned the survey.

A detailed summary of the results of the survey is

included in Appendix C. It is important to note that all fourteen respondents (100%) indicated that there was a need for new or additional materials which provide a model for developing community profiles, or a profile of Happy Valley-Goose Bay. Similarly, all respondents (100%) indicated that such a model would be beneficial for teaching "The Changing Pattern of Communities". As well, all respondents (100%) indicated that a profile of Happy Valley-Goose Bay would be a suitable subject of study.

Only two of the respondents (14.29%) indicated any familiarity with instructional materials which provided a profile of Happy Valley-Goose Bay. These respondents also indicated that they were not satisfied with those materials.

One of these two respondents cited the materials as being the "Happy Valley Goose Bay Regional Profile Including Northwest River" (Happy Valley Goose Bay Development Corporation, n.d.). This document was examined by this developer, and was found to be inappropriate for students at a grade five level. The report was prepared for persons who might be interested in establishing businesses in the Lake Melville area. Thus, the document would perhaps be useful as a teacher resource, but of limited usefulness for most grade five students.

All fourteen (100%) respondents indicated that they did not know of any instructional materials which provided a model for study in the area of COMMUNITY PROFILES.

The developer, on the basis of the needs analyis, concludes that the following needs have been identified:

i) Grade Five Social Studies students should be able to describe the community of Happy Valley-Goose Bay

ii) instructional materials should be available to assist in the achievement of the desired level of performance

iii) a model for the study of communities should be available

These needs comprise an instructional problem for which a solution must be sought.

ALTERNATIVE SOLUTIONS

There seems to be only three alternative solutions to the problem which appears to exist. Firstly, materials already are in existence, and merely need to be made available to teachers who wish to use them; this

technically appears merely to be a matter of locating the appropriate materials and distributing them in some manner.

Secondly, materials similar to those required are already available, and may just need to be modified to make them appropriate for the intended use with the specified learners.

Thirdly, no suitable materials exist, and thus it would be necessary to develop and produce appropriate materials, if it can be determined that a need exists for such materials.

In order to determine which of the three alternative solutions is appropriate, a survey of available materials is necessary.

SURVEY OF AVAILABLE MATERIALS

A survey of the literature was conducted and the related research is reported in the Teacher's Guide, Appendix D. Happy Valley-Goose Bay is one community for which adequate resource material is quite limited. Little has been written about the brief history of this community that would be suitable for the topic and grade level involved. Frederick W. Rowe's book "A History of

Newfoundland and Labrador" (1980) makes only fleeting reference to Happy Valley-Goose Bay. Similarly, reference to this town is almost non-existent in Horwood's "Newfoundland" (1969) and Stewart's "Labrador: The World's Wild Places" (1977).

A number of sources do include reference to the history and development of this town. Some of these include: "Report of the Royal Commission on Labrador" (Government of Newfoundland and Labrador, n.d.), "Cain's Land Revisited: Culture Change in Central Labrador, 1775-1972" (Zimmerly,1975), "An Initial Environment Evaluation on A Proposal to Conduct Low Level Flying Training from Goose Bay, Labrador" (Landry,1981), "Woman of Labrador" (Goudie,1973), "Alluring Labrador" (Saunders,1980), "Happy Valley Goose Bay Regional Profile Including Northwest River" (Happy Valley Goose Bay Development Corporation,n.d.) and a privately printed book "History of Happy Valley" (Perrault,n.d.).

RATIONALE FOR DEVELOPMENT OF MATERIALS

The results of the questionnaire-survey substantiated the previous assumptions of this developer, and thus the conclusion was made that there was a need

for materials to be developed and produced in the form of a community profile of Happy Valley-Goose Bay which could supplement the unit "The Changing Pattern of Communities" in the Grade Five Social Studies course, and serve as a model for studying communities.

The survey of available materials indicated that many of the publications do deal, to various degrees, with the history and development of Happy Valley-Goose Bay. However, the problem with these materials is that they are not entirely suitable for students at the grade five level. Most of the references are of a reading level beyond a majority of students at this level. Also, many of the documents are of a technical nature, and selecting the appropriate information from the vast amount of material would be an onerous task for a grade five student. A further complication is the limited availablity of some of the publications because they are government documents, or simply out of print. Thus the problem exists that at least one community in this province has very little documentation of its history and development (in either a print or non-print format) which is accessible to, and suitable for grade five students.

Therefore, since a need has been established for such materials, these materials will have to be developed and produced since nothing appropriate presently exists.

OUTLINE OF THE DEVELOPMENT PROCESS

A number of educators have stressed the importance of a systematic approach for the development of learning experiences. Tyler (1950) proposed a four step process for curriculum development which consisted of:

i) deciding the educational purposes

ii) selecting the educational experiences to attain them

iii) organizing the experiences

iv) finding ways to determine if the purposes were attained.

Hilda Taba suggested a model which appeared to build on that of Tyler. Taba's model (1962) was comprised of the following steps:

i) diagnosis of needs

ii) formulation of objectives

iii) selection of content

iv) organization of content

v) selection of learning experiences

vi) organization of learning experiences

vii) determination of what to evaluate and the ways and means of

doing it

In later years, a number of educators have focused on the concept of a systematic approach to instructional development. Many of the models that have been proposed include elements similiar to the models of Tyler (1950) and Taba (1962).

Davis, Alexander, and Yelon state that there are two characteristics of the systems approach to instruction.

> "The teaching-learning process is an arrangement whereby a teacher and student can interact with one another. The specific purpose of this interaction is to facilitate student learning. The second characteristic of the system approach is the use of a specific methodology for designing learning systems. This methodology consists of systematic procedures for planning, designing, carrying out, and evaluating the total process of learning and teaching."
> (Davis, Alexander, & Yelon,1974:302)

Gagne and Briggs discuss designing instructional systems in the context that

> "The term "systems approach" is often used to refer to a systematic process for designing any sized "chunk" of instruction, ranging from a lesson or module to an entire course of even to a curriculum."
> (Gagne and Briggs,1974:227)

Coger provides a model which describes the elements of an instructional system. This model consists of the following steps:

i) define instructional problem

ii) determine students' characteristics

iii) develop learning objectives

iv) specify subject content

v) develop learning activities

vi) select media

vii) identify required supportive services

viii) evaluate systems

ix) analyze feedback

NOTE: this model proposes revision for steps (iii) to (ix). (Coger, 1974:16)

At this stage of the instructional development process, this developer has defined the instructional problem, and proposes to follow elements of an instructional system as outlined by Coger to solve the problem that has been identified.

In the opinion of this developer, the steps that would be involved in this specific instance are as follows:

i) Analysis of the intended learners

ii) Analysis of the tasks involved and the intended learning outcomes

iii) Compiling a comprehensive history and modern day profile of Happy Valley-Goose Bay

iv) Developing learning activities which will assist students in achieving intended learning outcomes

v) Selecting a suitable media format

vi) Producing the instructional package

vii) Evaluating the effectiveness of the instructional package

viii) Modifying the materials, if necessary

ix) Re-evaluating the effectiveness of the instructional package

x) Distributing the instructional package for use when it successfully assists students to achieve the intended learning outcomes.

These steps will be explained in further detail in the chapters which follow.

CHAPTER III

LEARNER ANALYSIS

OVERVIEW OF RELEVANT CHARACTERISTICS

In the previous chapter, the developer outlined the steps that were to be followed utilizing a systems approach to instructional development once an instructional problem had been defined. An analysis of the intended learners is required in order to develop appropriate learning objectives, specify subject content and develop learning activities.

The group identified as the intended learners is in fact a very broad group. Any grade five student in the province of Newfoundland and Labrador could be a learner that is presented with this instructional package. To facilitate the analysis of intended learners, the developer first examined the general characteristics of grade five students in this province, and then selected specific groups of students for more in-depth analysis.

The developer referred to the "Report of the Elementary Standards Testing Program 1984" (Government of Newfoundland and Labrador, 1985) in an attempt to

identify the skills that Grade Five students possess. This report describes the results of 10,279 Grade Four students on the Canadian Tests of Basic Skills, administered in the fall of 1984. The majority of those students tested would make up the population of Grade Five students; the intended learners for this instructional package. The developer made the assumption that skills possessed by the group tested in 1984 would be present, and perhaps even better developed by the Grade Five population. This assumption was made since they are, with some exceptions, the same students that were tested in 1984.

Of particular interest to the developer were the skills which comprise the Work-Study: Visual Materials section of the tests. These are:

> Locating and Describing Places
> Determining Direction
> Determining Distance
> Interpreting and Relating Data
> Inferring Behavior and Living Conditions
> Reading Amounts
> Comparing Quantities
> Interpreting Relationships and Trends
> (Government of Newfoundland and Labrador, 1985:30)

Students performed an average of 4.75 points (with a range of 2 to 7 points) below the national norm for these

skills. The effect of an additional year in school suggests to the developer that these skills would be better developed in the students.

To get a more complete overview of the grade five student, the developer consulted with several teachers having experience at that grade level. These consultations resulted in the summary which follows.

The majority of students in grade five have reached the age of ten. There are of course exceptions to this. Rarely will a student be below the age of nine, but there are frequent instances of students who are eleven, twelve, or even thirteen.

It is difficult to describe the average fifth grader's reading level. The range of reading levels may vary from grade three through to grade ten or higher. The majority of students usually are concentrated near the grade four to six level, with a range of two years not considered unusual.

By age ten, many students are beginning to purposefully seek ways to develop skills. There is still a tendency to forget things easily. Generally, the student is able to work independently, but may need some help, yet may often initiate a request for help.

Students at this age level generally are developing a better command of time and space. They show the

capacity for self-criticism. The beginnings of critical and abstract thinking are becoming evident. Most grade five students are at the stage of concrete operations. They can understand conservation of qualities such as volume, length and weight.

The preceding overview provided by teachers experienced with children at that grade level is reinforced by the description of the ten-year old which is contained in the "Design for Social Studies K-VI in Newfoundland and Labrador". It is stated that:

> "Ten-year-olds are poised, relaxed, and like seven-year olds, are introspective and reflective, but at this age they reach a point of balance and adaptation to their world that they have never had before and may not have again for another decade. This good adjustment can be seen in the school behavior of ten-year-olds. They are cooperative, considerate, and responsible to authority. They want to learn, are greatly stimulated by praise and success, like to plan in groups, think for themselves, and make decisions. They are soaking up information rather than integrating it, but perhaps this is a necessary preparation for the attempts at integration that will come later. They are developing the ability to conceive of geographical space and to form concepts of successive epochs. Tens enjoy research. They read realistic literature, look for heroes in historical characters and in young adults within their observation and from whom they derive value codes.

> They are happily busy and active in whatever they do, know the sheer joy of living and playing, and have the stamina and rebound needed in physical activities."
> (Government of Newfoundland and Labrador, n.d.:54-55)

The limitations of the child's thinking are due to a dependence upon concrete objects. It is important, during this time, that students be presented with concrete objects which can be handled, or images which can be seen. Without these, the child will have difficulty in classifying and characterizing objects and concepts.

In order to accurately develop appropriate learning objectives, the developer required a more specific assessment of the intended learners' characteristics. Grade five classes were selected for a more detailed learner analysis.

The learners assessed in the learner analysis would subsequently become the group used in the evaluation of the instructional package's effectiveness. For this reason, a number of factors influenced the selection of classes to be studied.

The developer concluded that these learners should not have been exposed to learning experiences involving the subject content proposed for this instructional package. Thus, classes in the Happy Valley-Goose Bay area were considered inappropriate. This study would be

conducted late in the 1985-86 school year and students would have undoubtedly completed the unit examining their own community. The needs assessment indicates that instructional materials should improve the effectiveness of instruction. Thus, any prior learning may bias the results that might otherwise be obtained.

The developer also decided to select classes which offered a variety of learner backgrounds. In this way, the student sample would be representative of a number of classes and thus increase the applicability of subsequent conclusions.

Finally, the developer decided that the classes would be in the St. John's area. This would allow the developer to have more efficient contact with the teachers involved with the study. Long delays would not result due to transportation of materials or the need for consultations between the developer and teachers.

CHARACTERISTICS OF CLASSES SELECTED FOR STUDY

GROUP A - GOULDS ELEMENTARY, GOULDS:

The thirty-one students who constitute this grade

five class attend a rural school. There is a student population of four hundred twenty-five, and a teaching staff of twenty-two. Ninety percent of the children are bussed to school and remain there for the entire day. The students come from three separate and very distinct communities.

One community is completely rural where the main livelihood of the people is fishing or other jobs related to the fishing industry.

The second community is semi-rural. Here there are several farms and about one-half the community lives in a rural setting. The remainder of the town resembles an urban area. It is made up of a fairly large subdivision where life goes on much the same as in any large community.

The third town is actually the suburb of a city. Life here is in a transition phase, having almost completely moved from a rural to an urban setting. It could, in fact, be termed semi-urban.

From this it can be seen that the children in this school do indeed come from a mixed background of rural and urban settings.

RELEVANT CHARACTERISTICS:

This class consists of twenty-seven students at age ten, and four students at age eleven. Twenty of the students are male and eleven are female, for a total class population of thirty-one.

The majority of students in this class are reading at the grade four to six level, with some above and below this range. Most of the students are progressing quite well in all subject areas, including social studies. The teacher did not report any factors which would indicate any special considerations which should be taken into account for these students. The students generally have a very good attitude towards school. They are eager to learn and want to do well.

For the most part, the learning which takes place at this particular school takes place in a positive atmosphere. The teachers strive to make learning pleasant for the student.

The environment of the school is an enthusiastic one; besides the regular classroom activities, students are encouraged to take part in a variety of extra-curricular activities. Several times during the year, there are school assemblies and students are encouraged to participate by singing, dancing, or

choral-speaking. A definite effort is made to provide a pleasant and positive environment where learning not only occurs in the classroom, but in places outside the class as well.

The home environments are generally good. The children come from families of middle class and lower middle class socio-economic status. Most of the families have two working parents. At least three children come from families living on social assistance, three are from one-parent families, and some are from homes where seasonal employment is common.

Most of the homes are conducive to learning. Children are encouraged to be independent, and learning is encouraged. Parents want their children to do well; the needed support to accomplish this is provided in most cases. Many of the homes have books and reading materials available.

GROUP B - NEWTOWN ELEMENTARY, MOUNT PEARL:

The twenty-four students of this grade five class are part of a student population which totals five hundred ninety-two. The school is located in a relatively

large suburban area next to St. John's. There is a teaching staff of twenty-nine.

RELEVANT CHARACTERISTICS:

This class is composed of thirteen males and eleven females. Twenty-three of the students are at age ten, and one is at eleven.

Newtown is a new, well-planned residential area of Mount Pearl. All students live in Newtown except for two girls who live on farms on Brookfield Road. For the most part, the students are children of parents who are of middle to lower middle class socio-economic status. Seventy-five percent of the students have two working parents. One student is from a one-parent family.

The class is generally average in ability. The range is narrow with no students very high or very low in ability.

An eleven year old boy is an integrated special education student who is repeating grade five. He receives all Language Arts and Math instruction from the special education teacher; the remaining instruction is received in the grade five class. The student has learning disabilities, but has been making very good

progress in all areas.

The Grade Five Social studies text is used extensively. Research projects are used as an instructional format as much as possible. The library/resource centre is not well stocked with materials about this province, so the teacher tries to bring as much into the classroom as is possible. Some of teaching approaches used in the Grade Five Social Studies program include: group discussion, role playing, creative writing, viewing audio-visual materials (films, video tapes), presentations from resource people, and creative art displays.

A supplementary resource was used to develop map skills. Teachers plan activities to enhance knowledge about Newfoundland and Labrador.

The students enjoy Social Studies, and the discussion periods are usually very lively. Of particular interest to students is the history component of the program, and students are researching a community of their choice to prepare a paper to be shared with the class.

GROUP C - ST. JOHN BOSCO SCHOOL, SHEA HEIGHTS, ST. JOHN'S:

The thirty-five students in this grade five class all live in the same community. Until recently, the community was an entity in its own right, but was subsequently annexed by the city of St. John's. The area is economically depressed, and unemployment is a problem for many families. The school has a student population of five hundred seventy-eight, and a teaching staff of thirty-six.

RELEVANT CHARACTERISTICS:

This grade five class consists of fourteen males and twenty-one females. There are twenty-six students at age ten, seven at age eleven, and two at age twelve. The total enrolment is thirty-five.

The students are from backgrounds ranging from middle class to low socio-economic status. There is a high frequency of communications and relationships amongst the families in this community. Employment is sporatic in about one-third of the families.

The ability level of students ranges from low (eight

cases) to average (twenty-six cases) through to high (one case).

The achievement level of these students is somewhat different from the ability level. Thirty-one students are functioning at or above grade level; four are functioning below grade level. Of the four who are functioning below grade level, one is judged by the teacher to be of average ability. This suggests that five of the students considered to be of low ability are in fact working hard enough to function at grade level.

Students' overall interest in school work is generally high. Most of the children will try to meet the requirements expected of them. Parents' interest in their children's school achievement is reasonably high and sincere in most cases. However, this interest is not translated into actual help in about fifty percent of the cases. This is due primarily to family circumstances, which may include an inability to provide the help required by the children.

The Social Studies background of the children is limited. They completed a course in grade four, and showed only minimal interest towards the subject. The students are demonstrating a greater interest in this year's course, but their concept of time, space, geographical location, and maps is limited.

The overall language ability of the students is average. Spoken language is better developed than written expression. The students are able to express themselves in written work, but require improvement in the technical aspects of writing.

SUMMARY

It is the opinion of the developer that the provincial profile of the student population in conjunction with the profile of selected classes of grade five students provides a fairly detailed description of the intended learners. Table 1 summarizes the data on the classes selected for detailed study.

SUMMARY OF DATA ON THE CLASSES SELECTED FOR STUDY

	GROUP A	GROUP B	GROUP C	TOTAL
AGE				
10 years	27	23	26	76
11 years	4	1	7	12
12 years	0	0	2	2
TOTAL	31	24	35	90
SEX				
male	20	13	14	47
female	11	11	21	43

TABLE 1.

Most of the students in this sample are functioning at or near grade level in reading and subject area. They

demonstrate an interest in school generally, and also in the social studies program. There appears to be no indication of major deviations in ability or achievement level which would suggest that they would not be able to adequately cope with material and or concepts designed for an average student functioning at the grade five level. Although there are differences in socio-economic backgrounds, it appears that the students' level of motivation and interest adequately compensates for these differences. Furthermore, the varying school and community profiles should increase the applicability of the results.

CHAPTER IV

TASK ANALYSIS

Turnbull, Strickland and Brantley describe a task analysis as

> "the process by which tasks are broken down into sequential components, [and] involves isolating, describing, and sequencing all the necessary subtasks, which, when mastered, will enable the student to perform the terminal behavior..."
> (1982:145)

Coger (1975) describes a model which illustrates the elements of an instructional system. One of the elements involves developing learning objectives (Coger, 1975). To accomplish this,

> "needs identified from valid needs assessment procedures are first translated into goal statements, and then the goal statements are translated into statements of objectives."
> (Kibler and Basssett, 1977:53)

Similiarly, Gagne and Briggs state that "beginning with the results of the needs analysis, the next step to be undertaken is to describe goals and objectives for the

instructional system" (1974:217).

Burton and Merrill define goals as what "ought to be" (1977:39). Kibler and Bassett distinguish between goals and objectives in that

> "goals communicate general educational outcomes that are long-range, while objectives communicate specific outcomes that are short-range."
> (1977:54)

The task analysis process is one which

> "will facilitate the identification of subordinate objectives and the determination of appropriate sequencing of instructional units."
> (Burton and Merrill, 1977:39)

In order to successfully move a student from one level of performance to another, instructional objectives should be used to sequentially identify skills lying between the status quo, and the specified goal. Turnbull, Strickland and Brantley state that short-term instructional objectives will specify the "instructional sequence for achieving the annual goal" (1982:145).

STATEMENT OF GOALS

In Chapter II of this report, it was concluded that students in Grade Five Social Studies need to be able to describe the community of Happy Valley-Goose Bay. This need can be translated into a goal which states that Grade Five Social Studies students be able to describe the characteristics of Happy Valley-Goose Bay as a community. In the opinion of the developer, this is the more important goal, and a task analysis will be performed to determine the instructional sequence for achieving this goal.

A second need was identified in Chapter II. It could be translated into a goal which states that Grade Five Social Studies students compare the characteristics of a community to those of a model - Happy Valley-Goose Bay. This is a secondary goal since in order to achieve it, the primary goal must first be realized.

The third need that was identified involves the means of achieving the two previously stated goals. It refers to the availability of instructional materials which would facilitate the achievement of those goals. For this reason, it is not stated as a goal in itself.

TASKS AND SUBTASKS

Gagne suggests that an analysis of the learning tasks required for any given intellectual skill can be carried out by asking "What simpler skill(s) would a learner have to possess in order to learn skill X, the absence of which would make it impossible for him to learn skill X?" (1977:132-134).

Turnbull, Strickland and Brantley (1982) specify three steps which can be used to isolate, describe, and sequence tasks. These are:

> "1. Working in reverse from the established annual goal or terminal behavior.
>
> 2. Working forward from the present level of performance to the annual goal.
>
> 3. Establishing the annual goal by working forward from the present level of performance."
> (Turnbull, Strickland and Brantley, 1982:145)

These procedures have in common the premise of successive skill development that Gagne (1977) has proposed. "The prerequisites of an intellectual skill

also have prerequisites" (Gagne, 1977:132). The "resulting instructional plan should be one in which each objective, presented in a logical, systematic fashion, is necessary for the attainment of the annual goal" (Turnbull, Strickland and Brantley, 1982:145). This premise is endorsed by the developer, and will form the basis of the task analysis for the primary goal that has been identified.

"When the process of learning task analysis is carried out at successive levels of complexity, the result is what is called a learning hierarchy" (Gagne, 1977:132). Figure 1 illustrates the learning hierarchy of skills required to achieve the goal that Grade Five Social Studies students be able to describe the characteristics of Happy Valley-Goose Bay as a community.

The developer used the premise proposed by Turnbull, Strickland and Brantley which states that objectives be "presented in a logical, systematic fashion... necessary for the attainment of the annual goal" (1982:145). This premise, when applied in conjuction with Gagne's question "What simpler skill(s) would a learner have to possess in order to learn skill X, the absence of which would make it impossible for him to learn skill X?" (1977:132-134), guided the developer in the analysis of the learning tasks.

The result of the task analysis was the list of objectives necessary to achieve the intended goal which appears as the highest number on the list. The simpler skills that the learner would have to possess in order to achieve that goal appear as lower numbers on the list. The developer identified the following objectives through the task analysis process:

13. Describe the characteristics of Happy Valley-Goose Bay as a community

12. State why people leave the community

11. State why living expenses are higher in this community

10. State why people come to live in the community

9. Describe how an increase in the number of people in a community can result in more opportunities for employment

8. State the types of employment present in the community that are not directly involved with the airport or the military

7. State the types of employment present in the community that are directly involved with the airport or the military

6. State the major changes that have occurred in the community

5. State why the community was originally established

4. List the year-round modes of transportation linking the community with larger centres on the island part of the province

3. Describe the community's location in relation to (i) nearby communities, (ii) nearby body of water and (iii) other parts of the province

2. State the population of the community

1. Locate the community on a map

ASSUMPTIONS AND ENTRY BEHAVIOR

When conducting the task analysis, the developer made certain assumptions about skills already possessed by the learner. These were based on the learner analysis conducted in Chapter III of this report. Otherwise, the analysis of simpler tasks required to achieve the intended goal would extend back much further than has been indicated by this task analysis.

The developer referred to the "Report of the Elementary Standards Testing Program 1984" (Government of Newfoundland and Labrador, 1985) in an attempt to identify the skills that Grade Five students possess. This report describes the results of 10,279 Grade Four students on the Canadian Tests of Basic Skills, administered in the fall of 1984. Of particular interest

to the developer were the skills listed in the Work-Study: Visual Materials section of the tests. These appear to relevant to the skills students would need to have developed in order to successfully achieve the intended goal identified by the developer. Although Grade Four students are not operating at the national norm in this particular section, there is evidence that they do have the rudiments of skills necessary to achieve the objectives described in the task analysis. The effect of additional year in school on the improvement of these skills suggests to the developer that students should be capable of successfully achieving the specified objectives.

The overall characteristics of the intended learners derived by the developer as a result of discussions with grade five teachers appear to confirm these conclusions. The detailed analysis of selected grade five classes also appears to support the conclusion that grade five students should be capable of achieving the specified objectives.

In conjunction with the learner analysis, the developer made assumptions about learning that would have occurred as a result of the scope and sequence of the Grade Five Social Studies curriculum. Before the topic of "The Changing Pattern of Communities" is introduced,

students should have learned about: Newfoundland and Labrador's place in relation to Canada, as well as Canada's place in relation to the world; climate and how it varies in different parts of the province; services required by people; and unemployment.

Based on the previous assumptions, the developer selected objective number three (3) to be the entry point, and objective number twelve (12) to be the exit point for the instruction. These are illustrated in the learning hierarchy (Figure 1.).

BEHAVIORAL OBJECTIVES

Padzensky and Gibson state that "behavioral objectives tell us exactly what each student should be able to do at the end of instruction" (1975:15). Kibler and Bassett prefer to use the term "performance objectives" (1977:55) to define the statements of what students will be able to do or how they will be expected to behave after completing a prescribed unit or course of instruction.

Behavioral objectives specify:

"1. The expected behavior,
2. The condition under which the

behavior will occur,
3. The criteria for attainment."
(Turnbull, Strickland and Brantley, 1982:147).

Regardless of whether they are called performance objectives, or behavioral objectives, they are written, verbal descriptions of specific terminal behaviors or instructional outcomes required of students to signify successful completion of their study. Accordingly, performance (or behavioral) objectives identify the end products or terminal performances of instruction in terms of observable, measureable behavior (Kibler and Bassett, 1977).

The use of objectives which identify the terminal performances of instruction in terms of measureable behavior has a number of distinct advantages. These include: i) a more efficient direction of the learner's behavior; ii) more effective planning of instruction by the teacher; and iii) communication about what is to be learned is facilitated in the educational community (Kibler and Bassett, 1977).

The advantages described for behavioral objectives have important implications for this report. In order to effectively determine what has been learned, the developer translated the objectives identified through the task analysis process into measureable behavior or

performance. The following behavioral objectives were generated:

1. The student discriminates the community's location by selecting two communities which are near Happy Valley-Goose Bay from a list of four pairs of communities.

2. The student discriminates the community's location by selecting the body of water which is closest to Happy Valley-Goose Bay from a list of four bodies of water.

3. The student discriminates the community's location in relation to the rest of the province by selecting the correct description from a list of four descriptions.

4. The student classifies the year-round modes of transportation linking the community to larger centres on the island by stating in writing the form of transportation which connects the town to the island for the entire year.

5. The student states in writing the reason why Goose Bay was originally established.

6. The student states in writing the reason why Happy Valley was originally established.

7. The student states in writing the reason why the town is now called Happy Valley-Goose Bay.

8. The student states in writing two major changes that have occurred in the community.

9. The student identifies types of employment that are directly involved

with the airport or military by listing three occupations which form this category.

10. The student identifies types of employment that are not directly involved with the airport or military by listing three occupations which form this category.

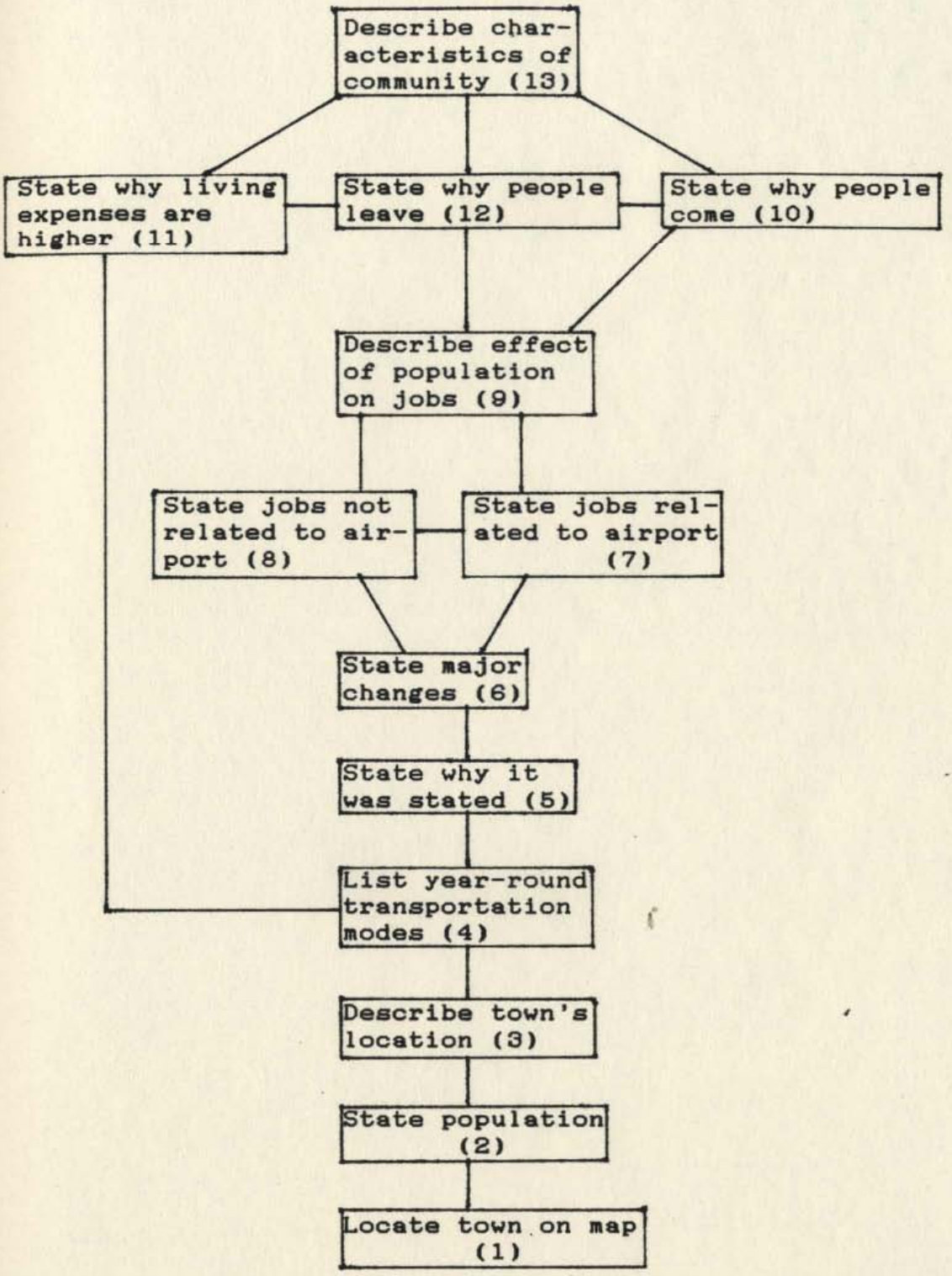
11. The student generates, by synthesizing the applicable information, a written description of how an increase in the number of people living in a community can result in more opportunities for employment.

12. The student demonstrates, by stating in writing, one reason why people come to live in the community.

13. The student generates, by synthesizing the applicable information, a written statement which explains why living expenses are higher in Happy Valley-Goose Bay.

14. The student demonstrates, by stating in writing, one reason why people leave the community.

These behavioral objectives were used to construct test items for a pre-test instrument (Appendix A) and a post-test instrument (Appendix B). Table 2 illustrates the relationship between tasks, behavioral objectives and test items.



Learning Hierarchy

FIGURE 1.

RELATIONSHIP BETWEEN TASKS, BEHAVIORAL OBJECTIVES AND TEST ITEMS

TASK	BEHAVIORAL OBJECTIVE	PRE-TEST ITEM	POST-TEST ITEM
3(i)	1	1	1
3(ii)	2	2	2
3(iii)	3	3	3
4	4	4	4
5	5	5	5
5	6	7	7
6	7	6	6
6	8	8	8
7	9	9	9
8	10	10	10
9	11	11	11
10	12	12	12
11	13	13	13
12	14	14	14

TABLE 2.

CHAPTER V

RATIONALE FOR THE CHOICE OF MEDIA

BACKGROUND

The importance of resources in the learning process is not an issue that finds its roots in the computer age. Lucille Fargo suggested that educators should use a variety of resources as a means of "putting into the hands of pupils the necessary tools for further achievement" (1913:760). Louis Wilson stated the importance of materials such as slides, films, and sound recordings as aids to learning (1943:6). Mary E. Hall (1925), William S. Gray (1943), Bessie Smith (1916), and Horace Mann (1839) similarly stressed the importance of resource materials as alternatives to the limitations of the textbook.

Catherine Barker and Brian Burnham surveyed the research findings and professional opinion published in Canada and the United States from 1962 to 1968. They found generally

> that textbook-oriented group instruction is increasingly unsatisfactory. Schools are faced.... with the problem of educating a

> growing number of students to the higher standards required by the rising tide of knowledge and by society's increasing emphasis on the value of education.
> (Barker and Burnham, 1968:4)

The findings of Barker and Burnham further indicate that the "traditional methods cannot cope with the rapid proliferation of knowledge and technical innovations" and that "learning experiences should include more opportunities for independent inquiry, personal discovery, and self-directed experimentation to encourage productive and autonomous thought" (Barker and Burnham, 1968:4).

As observed by Barker and Bunham, the textbook appears to hold a prominent place in many school programs. It is suggested by these writers, and others, that the textbook is in fact too prominent in the education process. Davies notes that "traditionally, the textbook has served as the sole source of knowledge, the alpha and omega of classroom teaching" (1979:28).

In addition to the dependency on a textbook, many schools suffer from the traditional class approach. "All children, regardless of ability and promise, study the same textbook, complete the same assignments, take the same tests. All experience a program designed to fit no one in particular" (Davies, 1979:29). Barker and Burnham

allege that "traditional education denies the fact of individual differences in abilities, interests, rates of learning, and socio-intellectual backgrounds" (1968:4).

C. Walter Stone (1963) suggests that educational goals are rapidly changing within the context of the changed nature of modern society (created by the burst of technology). Walter Wittich and Charles Schuller (1973) point to the tremendous technological feats which culminated with a man standing on the moon; an event which was witnessed almost instantaneously by nearly two billion people on earth.

"Perhaps the greatest challenge in teaching arises from the current rapid expansion of knowledge in many areas" (Brown, Lewis, Harcleroad, 1964:3). As a result of the expansion of knowledge, many educators have affected a number of changes that relate to the use of resources. Joan Brewer cites a number of reasons for these changes:

a) Emphasis on the learner
b) Individual differences
c) Technological change
d) Changes in curriculum
e) Changes in methods of instruction
f) Education for leisure
g) Need for information
(Brewer, 1981)

The knowledge explosion has forced teachers to shift their emphasis (Brewer, 1981). Students are

discovering ideas or information for themselves as opposed to being the passive recipients of the teacher's words. When one considers that knowledge doubles in eight to ten years (Davies,1974), it appears inconceivable to teach a fixed body of knowledge that will remain current. Instead, students have to be educated in a way that will allow them to discover and learn for themselves. Such a shift will cause a student

> to investigate and examine multiple sources. In the course of his search, he will assimilate some of the essential facts concerning the topic. More important, he will be using these facts in a creative and productive way to arrive at his own independent conclusions. (Rossoff, 1961:13)

In this age of knowlege explosion, technological limitations of today are easily overcome tommorrow. Thus, providing a student with a fixed body of knowledge may not serve him for a very long time, whereas teaching him to discover and learn on his own will serve him for a lifetime.

Brewer (1981) indicates that meeting the needs of individual students has been promoted by educational specialists for many years. "The promise of an optimum education demands that teaching and learning be

individualized, that students receive their education commensurate with their special needs, interests, goals, abilities, and concerns" (Davies, 1979:29).

"New audiovisual techniques make possible a process of communication more immediate, more vital, and more effective for many students than the printed word" (Barker and Burnham, 1968:4). Today's children are quite familiar with many of the media formats, so much so that they are "as accustomed to using nonprint media as students traditionally have been accustomed to using the textbook" (Davies, 1979:29).

Because of the shift in emphasis from the textbook to the learner, there has been a subsequent shift in curriculum content and design. "Rigid divisions between subjects have been disregarded; teachers have been encouraged to design courses to suit the needs of students in their own school, using a variety of materials, and, increasingly, making their own materials or adapting commercially prepared materials" (Brewer, 1981:39).

Educators are preparing students to deal with the tremendous pace of technological development.

> In an istructional program of excellence, content is no longer restricted to a textbook and classrooms must provide a greater dimension of

> depth, breadth, and relevance. Depth of understanding develops more fully and adequately the topics, concepts, experiences, and activities merely introduced in the classroom. Breadth of understanding introduces significant topics, concepts, experiences, and activities not mentioned in the classroom but directly related to the learning task at hand. Relevance by personalizing and/or contemporizing learning compensates for the limitations of textbook and course of study. (Davies, 1979:40)

To achieve the instructional program of excellence suggested by Davies, the use of resources is most important, providing the depth, breadth and relevance required for such a program of excellence, and compensating "for inadequate textbook and classroom information" (Davies, 1979:40).

The tremendous rate of knowledge explosion, and the subsequent shift in emphasis from fact memorization to learning how to learn appears to be the predominant tone suggested by the writers cited. The changing role of the teacher from a fountainhead of knowledge to a facilitator of learning has implications for the use of resources of many types if the education process is to respond to the demands placed on it by the technological changes of today's society.

Cramm and Fizzard appear to be in accord with this

trend. It has been clearly demonstrated, in the opinion of this developer, that their book "Our Province, Newfoundland and Labrador" (Cramm and Fizzard, 1983), which currently serves as the text for Grade Five Social Studies, is designed in such a way to promote an understanding of trends, an awareness that circumstances may change, and a knowledge of how to find and interpret information.

In light of the research cited, it appears appropriate to consider a varitey of media formats in designing supplementary materials for a text which incorporates such an approach.

SURVEY OF ATTITUDES TOWARD MEDIA

A questionnaire was used to determine the attitudes of teachers towards various media formats. This questionnaire was incorporated into one to determine the need for supplementary materials for the unit entitled "The Changing Pattern of Communities", and a sample of the instrument is included in Appendix C. .

Sixteen questionnaires were distributed to teachers in six schools in the Happy Valley-Goose Bay area which offered the Grade Five Social Studies course. Teachers

were selected on the basis that they were currently teaching, or had previously taught the course presently being used in Grade Five Social Studies. Perhaps due to the fact that teachers were contacted on a personal basis by a researcher that they knew, the return rate for completed questionnaires was quite good. Fourteen of the sixteen teachers, or 87.5%, completed and returned the survey.

Teachers were asked to rate nine proposed formats for instructional value and for suitability, and to assign a rank value for each. "Instructional value" referred to the effectiveness of each medium in achieving learning objectives. "Suitability" referred to the appropriateness of the medium to particular classroom situations. This would include such considerations as accessibility of appropriate equipment, the teacher's familiarity with the operation of equipment, facilities for darkening a room to enhance viewing, etc. "Rank value" indicated the teacher's preference for each medium. A rank value of ONE indicated a highest preference.

Table 3 summarizes the results of the survey, and indicates where each media was placed for each of the categories. Detailed information regarding the results of this survey is included in Appendix C.

RESULTS OF CHOICE OF MEDIA SURVEY

MEDIA	INSTRUCTIONAL VALUE	SUITABILITY	RANK
a. audio-tape	8	7	9
b. slides	4	2	6
c. booklet with sound filmstrip	4	8	5
d. booklet only	8	6	8
e. filmstrip	6	4	7
f. filmstrip plus audio-tape	3	2	1
g. slides plus audio-tape	2	4	3
h. slides plus written script	6	8	4
i. videotape	1	1	1

TABLE 3.

This table illustrates that the teachers surveyed rated videotape, filmstrip plus audio-tape, and slides plus audio-tape quite favorably. Based on this survey, either of these three media should prove to be satisfactory to classroom teachers.

SURVEY OF AVAILABILITY OF MEDIA

A survey of materials listed in the catalogues of Memorial University of Newfoundland's Resources Clearinghouse, the Department of Education's Instructional Materials Division, and the National Film Board indicated that no suitable materials exist to supplement the unit "Changing Patterns of Communities".

The validity of this survey is strengthened by the results of the questionnaire done for the needs analysis. 100% of the respondents indicated that there was a need for new or additional materials to supplement the unit. Only 14.29% of the respondents indicated that they were familiar with instructional materials related to the unit, and all of these respondents indicated a lack of satisfaction with those materials.

COST CONSIDERATIONS

The cost of producing materials in various media formats varies. Although cost should not be the only consideration when deciding on an appropriate media format, there is no doubt that it does become a factor in the decision-making process when choosing a media format.

One format not included in the survey of media attitudes was sixteen millimetre film. It was not included because it is extremely costly to produce materials in this media format, especially if high quality instructional materials are required.

This developer chose not to include the sixteen millimetre film format when designing the survey instrument. However, the characteristics of this format are closely approximated by the videotape format. A quality production in this format would also be more expensive to produce than some of the other formats. In order to justify the additional expense of either the sixteen millimetre film or videotape format, the developer decided that the medium must be able to communicate the message much better than any other medium available.

SELECTION OF MEDIA

A number of factors are important when selecting an appropriate media format. These factors, in the opinion of this developer, include:

i) will the format be appropriate for the intended learner?

ii) is there a format which is more suitable for the nature of the message to be communicated?

iii) what is the attitude of teachers about the various media formats?

iv) will the instructional package be limited in use because necessary equipment is not readily available in all schools?

v) will the cost of producing copies be so great as to prevent large scale distribution of the instructional package, and thus limit its application in schools?

The data gathered from classroom teachers through the survey on media indicate that three media formats are highly rated. The rating of INSTRUCTIONAL VALUE, SUITABILITY, and RANK VALUE for videotape, filmstrip plus audio-tape and slides plus audio-tape do not appear to vary greatly.

Based on the developer's knowledge of the applicability of some types of material to various media formats, the cost to produce and distribute videotape materials and the lack of a specific videotape format in the province's schools, it was decided that the consistently high rating of videotape by classroom teachers was not sufficient reason to select this format.

In addition to the reasons already given, it was feared that the availibility of videotape equipment to

teachers in other parts of the province might not be as prevalent as in Happy Valley-Goose Bay. This was the area surveyed for attitudes about media formats. School Boards there have encouraged the purchase of videotape equipment by providing grants to schools.

If this unit of instruction is to have a wider application to other areas of the province, then it must use a medium for which equipment is accessible to most teachers. For these reasons, the decision was made not to use the videotape format.

An examination of provincial results of Grade Four students on the "Visual Materials" section of the Canadian Tests of Basic Skills was conducted. Students at this grade level in this province compare favorably to the national norms in tasks such as:

i) Locating and Describing Places

ii) Determining Direction

iii) Determining Distance

iv) Interpreting and Relating Data

v) Inferring Behavior and Living Conditions

vi) Reading Amounts

vii) Comparing Quantities

viii) Interpreting Relationships and Trends

(Government of Newfoundland and

Labrador, 1985).

It is reasonable to conclude that if these skills are developed in grade four students, they it is likely that grade five students, for whom the instructional package is intended, will also have the skills. Unfortunately, there is presently no provincial data available on grade five students.

The developer assumed that students will not lose skills present while in grade four when they move on to grade five. Furthermore, the developer decided that these skills will be valuable to the students' ability to grasp the intended content of the instructional unit in several media formats. Thus the selection of a particular format focused upon factors related to wide-scale production, dissemination and utilization of the instrucional package.

After carefully considering all the data available, the developer decided to select the filmstrip plus audio-tape format. This medium should not be limited to a small number of schools since this format is already widely used throughout the province. Large scale production and distribution of various sound filmstrip packages has been performed by the Department of Education's Instructional Materials Division. It is also

possible to have the visuals and soundtrack recorded on videotape. This would even further increase the availability of the production. Such an undertaking would actually have cost-saving benefits. More than one production could be placed on a videotape, and numerous copies could be easily reproduced. The developer hopes to make arrangements with that division to ensure wide-scale distribution for this instructional package.

CHAPTER VI

DEVELOPMENT PROCEDURES AND EVALUATION

REVIEW OF THE DEVELOPMENT PROCESS

Although the process conducted prior to the development of the instructional materials is described in detail in previous chapters, the developer feels that a summary of that process is appropriate at this point.

Chapter II outlines the assessment of needs. Through this process, the developer established that an educational need existed for materials. Furthermore, it was determined that suitable materials did not currently exist, and thus the need must be satisfied by the development of new materials.

Chapter III provides an analysis of the intended learners. This overview provided the developer with valuable information about the learners' abilities. This knowledge was extremely important later in determining the specific objectives to be achieved.

Chapter IV establishes the tasks and objectives to be utilized in the unit of instruction. Furthermore, based on the learner analysis, the instructional sequence and the entry point for instruction was determined.

Chapter V provides a summary of the literature relating to the use of media. The results of a survey of teachers' attitudes towards various media formats is also reported. Based on the results of the previous chapters, a media format was selected.

Having reached this stage in the instructional development process, the developer was now ready to begin initial production.

INITIAL PRODUCTION

An outline of the development process was stated in Chapter II of this report. An important part of that process involved searching the available literature on Happy Valley-Goose Bay, and compiling a comprehenisive description of the community, including a history and a modern day profile. That procedure resulted in the section "Related Research on Happy Valley-Goose Bay" which is included in the Teacher's Guide, Appendix D.

This research was extremely important. It would be used as a basis for developing the content of the learning materials.

SUBSEQUENT PRODUCTION

After completing a description of Happy Valley-Goose Bay, it was used in conjuction with the learner analysis, the task analysis and the choice of media to develop the instructional materials.

Chapter V determined that the media format would be a filmstrip plus an audio-tape. The next stage in the instructional development process was to develop a narration which would communicate the concepts identified in the TASK ANALYSIS. These concepts must be communicated in a manner which is appropriate for the intended learner, and must be effective in meeting the intended learning outcomes that have been prescribed.

Following the production of a narration, the developer selected appropriate visuals to assist in the achievement of the intended learning outcomes. This involved carefully choosing the visual which would effectively compliment the narration in the communication of the concepts.

The developer also produced a student booklet and a teacher's guide (Appendix D) to assist in the achievement of the intended learning outcomes. The student booklet provides reinforcement for concepts introduced in the instructional unit. It also provides students with an

opportunity to study the community of Happy Valley-Goose Bay in more depth; questions for further study and analysis are included in the student booklet.

The teacher's guide outlines the rationale for the unit, suggests activities for further study of that town, and provides suggestions for studying the community in which the students live. A script of the sound filmstrip and the related research on Happy Valley-Goose Bay are also included in the Guide.

The instructional materials package (Appendix D) developed by this process is the result of a number of modifications. In effect, the materials evolved through consultations with various specialists as part of an evaluation process. The related research, script, student booklet and teachers' guide were frequently reviewed by the developer as a result of suggestions made by the various specialists.

EVALUATION BY CONTENT SPECIALIST

The role of the content specialist was to ensure that the information contained in the instructional package was accurate and complete for the intended purpose. Therefore, it was important that the person

fulfilling that role be knowledgeable about the topic.

The developer approached Mr. Tony Williamson of Memorial University of Newfoundland's Don Snowden Centre for Development Support Communications. Mr. Williamson agreed to act as the content specialist for this project.

Mr. Tony Williamson spent twenty years in Labrador between 1959 and 1985. His experiences and achievements during that time makes Mr. Willaimson, in the opinion of the developer, an excellent choice as a content specialist on Happy Valley-Goose Bay. Mr. Williamson's background is as follows:

> 1964-67 Conducted reasearch as a geographer on renewable Coastal resources with McGill University, and as a fellow of the Institute of Social and Economic Research.
>
> 1967-70 Extension field representative in Cartwright, Labrador, doing community development work in adult education.
>
> 1970-73 Co-ordinator of the research committee on renewable resources for the Royal Commission on Labrador.
>
> 1975-77 Directed the research on Indian Land Use and Occupancy in Labrador.
>
> 1979-85 Director of Memorial University of Newfoundland's Labrador Institute of Northern Studies,

located in Happy Valley-Goose Bay.

> In addition, Mr. Williamson has written a number of reports and papers. As well, while at the Labrador Institute of Northern Studies, he taught an off-campus course - Anthropology 2200. This course, which is about Labrador society and culture, was taken by students in the Happy Valley-Goose Bay area. Ninety percent of the students were teachers in the Upper Lake Melville area.

Mr. Williamson examined the "Related Research on Happy Valley-Goose Bay", the script for the sound filmstrip and the student booklet. He then completed an evaluation for the related research, and another for the script and student booklet. His evaluations are included in Appendix E of this report.

The developer met with Mr. Williamson to discuss the materials. The content specialist's evaluations were very favorable but included some suggestions for minor alterations. The developer carefully considered these suggestions and subsequently modified the materials accordingly which resulted in an improved package.

The content specialist also suggested that the related research (which is background information for teachers) should include information about the cultural diversity of the area. The developer agreed that this element is an important one, but could serve the basis

for an instructional unit in itself. The grade five textbook includes a section on the native people of our province, and at least one instructional unit on the topic has been developed by a graduate student from Memorial University's Learning Resources programme.

It should be stressed that the recommendation made by the content specialist referred only to the supplementary related research and not to the instructional unit. The developer believes that the additional research necessary for the related research in the teacher's guide would provide additional insight into the community. As a result, this would be completed and incorporated into the supplementary resource materials before it was implemented on a large scale.

EVALUATION BY MEDIA SPECIALIST

The role of the media specialist is to evaluate the materials for quality and appropriateness of format for the specified content and intended use.

Mr. Jude White is by profession a media specialist with the Department of Education's Instructional Materials Division. His position involves the development of a wide variety of instructional materials in a number

of different media formats. In addition, Mr. White has done numerous inservice sessions with teachers on the use of media for instructional purposes, and has made presentations at workshops and conferences held by groups such the Educational Media Special Interest Council of the Newfoundland Teachers' Association. He agreed to act as the media specialist for this project.

The evaluation by the media specialist included an ongoing, informal assessment of the materials during the development process, and a more formal assessment when the materials were completed.

The ongoing, informal assessment involved discussions between the developer and the media specialist about the narration, as well as the appropriateness of the visuals. As a result of this process, the developer refined the materials to the point that they were ready for field testing. When this stage was completed, the media specialist completed a more formal evaluation of the materials. His evaluation is included in Appendix E of this report.

FIELD TEST

PROCEDURE

An instructional materials package was distributed to each of the three teachers participating in the field-testing process. Each package of materials consited of:

- audio-visual presentation
- student booklet
- teacher's guide

Also included for field-testing purposes were:

- pre-test booklets
- post-test booklets
- students' evaluation forms
- teachers' evaluation forms

Teachers were asked to follow a standard procedure for the field test of the instructional package. The developer stressed the need for a consistent approach because data was being collected on the effectiveness of the instructional unit.

The procedure involved a three-day field-testing period. It can be summarized as follows:

DAY 1 - Students are informed that they will be participating in a project to test new social studies materials.

- A pre-test is administered.

- The audio-visual presentation is shown.

- Students are given the "Student Booklet" and are instructed to read the booklet.

- Review questions are assigned for homework.

Two class periods were available for the tasks assigned to be completed on Day 1.

DAY 2 - Teacher and class discuss the answers to review questions.

One class period was available for this purpose.

DAY 3 - A post-test is administered.

- Students complete evaluation forms.

- Teacher completes evaluation form.

One class period was available for these tasks.

EVALUATION BY LEARNING SPECIALISTS

The learning specialists' role is to evaluate the instructional materials with particular reference to the intended learner. A number of factors must be considered by the learning specialist. These include the intended use of the materials within the curriculum; the appropriateness of materials for the instructional purpose; and the suitability of the materials for the intended learners.

Each of the grade five teachers who participated in the field testing acted as learning specialists and evaluated the instructional package. The overall evaluation by these specialists was very favorable, and encouraging for the developer. The evaluations are included in Appendix E of this report.

Two teachers mentioned some of the vocabulary used (such as role, occupation, established). One said that two or three words used posed minor problems. The other said that although there were some words that were unfamiliar to the students, they were motivated enough to ask what the words meant.

The developer acknowledges that there may be some words that are not immediately familiar to all students. This posed a particular difficulty since they were used

in pre-test and post-test questions. The developer would change these terms in the test instrument if further evaluations were conducted. However, if the materials are distributed for use in schools, then teachers will have the opportunity and time to introduce these terms to students. The instructional materials are intended to support the learning process, and encourage further research and learning. The impact of the instructional unit on this process is demonstrated in that at least some students were encouraged to find out more about their language, and subsequently increased their vocabulary. For these reasons, the developer does not consider it necessary to revise the vocabulary used in the instructional package.

EVALUATION BY LEARNERS

The students who participated in the field-testing of the materials completed an evaluation of the instructional unit for the developer. Their responses indicate that they enjoyed the unit and considered to be of reasonable length and degree of difficulty. A summary of the responses to questionnires completed by the learners is contained in Appendix E.

RESULTS

The pre-test and post-test instruments each yielded nineteen possible correct responses. Eighty-three students completed the pre-tests and post-tests. A summary of the results is included in Table 4.

SUMMARY OF PRETEST-POSTTEST DATA

GROUP	NUMBER OF CORRECT RESPONSES		
	PRE-TEST	POST-TEST	TOTAL POSSIBLE
A	53	444	551
(N=29)			
MEAN	1.83	15.31	
B	37	418	456
(N=24)			
MEAN	1.54	17.42	
C	59	305	570
(N=30)			
MEAN	1.97	10.17	
TOTAL	149	1167	1577
(N=83)			
MEAN	1.80	14.06	

TABLE 4.

The overall success in reaching objectives is illustrated in Table 5.

OVERALL SUCCESS IN REACHING OBJECTIVES - ALL GROUPS

% of Students	% of Items Correct
19%	100%
34%	95% or more
44%	90% or more
51%	84% or more
55%	79% or more
59%	74% or more
63%	68% or more
70%	63% or more
75%	58% or more
82%	53% or more
87%	47% or more
13%	less than 47%

TABLE 5.

STATISTICAL ANALYSIS OF RESULTS

The developer next determined if the results that were obtained were statistically significant. That is, were the differences in the pre-test and post-test scores due to learning that had occurred, or could such differences result by chance.

Two sets of statistical analyses were conducted. The first was undertaken to determine if the differences in pre-test and post-test for each of the three groups of learners was significant. The second was carried out to determine if the learners' pre-test and post-test scores were significantly different for each item on the tests. In both cases a t-test was applied to determine significance.

This analysis was carried out separately for each of the three groups involved in the field-testing. The purpose of this was to determine if each group learned significantly from the pre-test to the post-test, or if the difference in scores might be attributed to chance. Groups A, B and C each produced t-values which were significant at the .001 level. Table 6 summarizes the results.

After determining that there was a significant difference in learning in the overall results for each group, the developer conducted a similar procedure for each question on the tests. The rationale for doing this was to determine if all questions yielded significant results. Even though each group showed an overall difference that was significant, there may be questions on the test for which students did not achieve the

intended objective. Such a question may not be detected due to the results of the other questions on the tests unless an analysis of the results for each test item is carried out.

COMPARISON OF PRETEST-POSTTEST DIFFERENCE, GROUPS A, B, C

STATISTIC	GROUP		
	A	B	C
number of subjects	29	24	30
sum of difference	391	381	246
sum of difference squared	5791	6169	2380
mean of the differences	13.48	15.87	8.2
"t" value	16.88	34.02	12.70
degrees of freedom	28	23	29
p <	.001	.001	.001

TABLE 6.

The developer therefore conducted an item-by-item analyis to determine the level of significance for each test question. The pre-test and post-test scores for all students in all groups for each question were used to determine a t-value. The results of this procedure indicated that for each of the fourteen test items the difference between the pre-test and post-test scores of the learners was significant at the .001 level.

Table 7 includes a summary of the data obtained through the statistical analysis.

ANALYSIS OF RESULTS

The analysis of the data from the field-test of the instructional materials indicated that all groups showed a significant increase in learning. Each question on the test instruments also yielded a significant difference between pre-test and post-test conditions. However, the developer was concerned about the data that is summarized in Table 4. Closer scrutiny was needed to determine the reason for the apparent disparities which were reported.

COMPARISON OF PRETEST-POSTTEST DIFFERENCE BY TEST ITEM

TEST ITEM	SUM D	SUM Dsq	MEAN D	"t" value	p<
1	66	70	.795	15.8	.001
2	37	37	.446	9.2	.001
3	72	74	.867	21.2	.001
4	34	36	.410	7.2	.001
5	59	61	.711	13.4	.001
6	44	44	.530	9.6	.001
7	66	66	.795	17.5	.001
8	119	227	1.434	15.9	.001
9	141	405	1.699	11.3	.001
10	152	448	1.831	11.2	.001
11	20	32	.241	4.0	.001
12	57	59	.687	12.8	.001
13	66	68	.795	16.5	.001
14	67	67	.807	18.6	.001

N = 83
D = difference between scores
Dsq = difference between scores squared

TABLE 7.

The developer noticed a number of peculiarities in Table 4 and attempted to determine their causes. For example, Group B had the lowest pre-test mean score (1.54) but had the highest post-test mean score (17.42). Group C had the highest pre-test mean score (1.97) but had the lowest post-test mean score (10.17). Group A had a difference in pre-test and post-test mean scores (1.83 and 15.31) that was 2.4 points lower than the difference in pre-test and post-test scores for group B. The developer believes that a rationale for this differences can be provided.

Group C experienced a number of variables during the field-testing process that suggest to the developer that conditions were not controlled as they should have been. The teacher who conducted the procedure indicated to the developer that there may be some differences noticed in the pre-test and post-test scores for a number of students because some students had to leave during the program presentation for band instruction. Thus a number of students which cannot be identified by the developer did not receive the instruction. Yet their pre-test and post-test scores are included with that group. Also, if a number of students left the room during the program

presentation, it is difficult to determine the effect that this would have on the remaining students who were involved with the learning situation.

Another factor for Group C involves the students attitude toward the subject area. The learner analysis indicated that as grade four students they had limited interest in social studies. The grade five teacher who completed the learner analysis was also their grade four social studies teacher. It was also indicated in the learner analysis that there was an improvement in attitude towards the grade five social studies course.

This change in attitude may be as a result of having a teacher for a subject for two successive years. It is quite likely that this teacher would be very familiar with the strengths and needs of the students. As a result, the teacher would know a variety of ways to motivate them, and also be aware of their limitations. Thus in the case of the field-testing of this instructional package, the teacher would know how to discuss the review questions in the manner which would be most beneficial for those students.

However, the developer doubts if this was the case. The teacher who perhaps knew the Group C students best was not involved in the field-test; she was on extended leave from her teaching position. A replacement teacher

had been hired to begin work about one and a half months prior to the field-test of the instructional package.

Still another factor involves the group itself. Of the three groups chosen, they are from the most economically depressed area, collectively representing the lowest socio-economic conditions. This group of students quite likely require alternate teaching strategies in order to be successful. These strategies would not have been possible because of the limitations imposed by the developer in an attempt to control the field-testing of the instructional unit. The control conditions limited the time and dictated the teaching methods in the field-test. The developer feels that if the teacher were not restricted by the controls imposed for the field-test, then the level of success would be higher.

Having proposed an explanation which accounts for the results obtained for Group C, the developer examined the differences between groups A and B. None of the factors experienced by Group C appeared to be relevant for the other two groups. Another factor might be present to explain the disparity in the results.

After the field-testing had been initiated, the developer discovered that one group was in fact studying the unit for which the instructional package was

designed. This occurrence was quite accidental, and certainly not pre-planned by the developer. However, it does provide the developer with an experimental condition that had not been proposed as part of the field-testing of the materials. Specifically, that condition involves the effect of instructional sequence within the curriculum on the effectiveness of the instructional materials.

The developer believes that the presence of this variable, although quite accidental, is quite important to the conclusions which can be drawn from the results. Group A and Group B are comprised of students of similar performance levels, ability levels and socio-economic backgrounds. The major difference between the two groups appears to be that one group (Group B) is receiving the instructional package at a point in the instructional sequence for which the materials were developed while the other group (Group A) was not. Thus the presentation of materials was a natural progression in the learning process for Group B. The materials were presented in the context of the curriculum, and not out of sequence as was the case for all other groups.

The developer did some follow-up analysis to illustrate the effects of this variable on the results

obtained by Group A and Group B. Table 8 summarizes this analysis.

OVERALL SUCCESS IN REACHING OBJECTIVES
GROUPS A and B

% of Students GROUP A	% of Items Correct	% of Students GROUP B
31%	100%	25%
38%	95% or more	67%
55%	90% or more	75%
58%	84% or more	92%
62%	79% or more	96%
38%	less than 79%	4%

TABLE 8.

In the opinion of the developer, this marked difference noticed between the post-test results of these two groups is even more pronounced when the pre-test means are considered. Group B had the lower pre-test mean score. Thus, even though the group was studying a section for which the materials were designed, this did not result in prior learning of the concepts covered by the

instructional materials. However, the fact that students were studying the section may well have made them more receptive to the concepts presented in the unit. The materials were relevant to what they were already learning. Thus the concepts required to be established as determined by the assumptions and entry behavior for the unit were just recently obtained. Group B's conditions were optimal for reaching the objectives of the instructional unit since they most closely match the conditions for which the package was developed.

CONCLUSION

Based on the analysis of results from the field-test of the materials, the developer concludes that there was a significant difference between the pre-test scores and post-test scores as a result of the instructional materials. A further conclusion made by the developer is that the degree of success in reaching the intended objectives will be greater when the materials are used in conjunction with the section of the chapter for which the materials were developed.

SUMMARY

The materials were developed to meet a very specific purpose. They are intended to supplement a section in a unit entitled "The Changing Pattern of Communities" in the grade five social studies text "Our Province: Newfoundland and Labrador" (Cramm and Fizzard, 1983).

A field-test of the materials was conducted, and revealed significant differences in pre-test and post-test scores for all groups. Furthermore, the difference in success of reaching objectives is more pronounced when students receive the instruction in conjunction with the appropriate section for which the materials were developed.

The developer feels that the results indicate that the materials were successful in reaching the intended objectives specified, and that no further field-testing is necessary.

CHAPTER VII

CONCLUSION, RECOMMENDATIONS, IMPLEMENTATION

CONCLUSION

A systems approach to instructional development was applied to the perceived need that resource materials were required to supplement the grade five social studies unit "The Changing Pattern of Communities". That approach involved the following procedures: needs assessment, learner analysis, task analysis, selection of media format, development of the instructional package, implementation and evaluation.

The needs assessment confirmed that the perceived need was in fact an educational need, and that no materials existed to meet that need. Thus, development of the resource materials was required.

The learner analysis, task analysis and selection of media format served a key role in the development of the instructional package. The concepts incorporated into the package take into account the skills developed by grade five students. Furthermore, the scope and sequence of the social studies curriculum specified by the Newfoundland and Labradror Department of Education are espoused in the package. Media selection was based on teacher opinion for

instructional value and suitability, as well as availability of the hardware required.

The implementation and evaluation of the materials in the field test provided the developer with results concerning the effectiveness of the instructional package in meeting intended objectives. The results indicate that the materials are effective in reaching the intended objectives. More specifically, the results demonstrate that the materials are very effective when they are used in conjunction with the section in the grade five text for which they were intended.

It is the conclusion of the developer that the systems approach to instructional development described in this report has resulted in the production of materials for which a need has been identified. These materials have been proven effective in meeting the objectives specified, and no major modifications are required.

RECOMMENDATIONS

One of the ambitions of the developer was to develop an instructional package that would meet a broad educational need that could be identified. That ambition

perhaps influenced the study, and has implications for future implementation of the materials. If the materials are to be widely used in the school system, then the following recommendations should be carried out:

1. Additional information regarding the cultural diversity of Happy Valley-Goose Bay should be incorporated into the "Related Research" section of the Teacher's Guide.

2. The visuals should be produced in a filmstrip format. The slide format was used in the field test to allow the developer to easily make any changes that might be necessary.

3. The materials should be made available to the Department of Education's Instructional Materials Division so that wide-scale distribution is possible.

4. Teachers in the field should be advised of the existence of the materials.

The developer had been aware for some time that there is a need for quality materials that are specific to this province. A number of instructional packages have been developed over the past years, yet very few of these are in schools were teachers are expressing a need for such materials. Furthermore, teachers are expressing needs for materials that have yet to be developed. The developer therefore recommends the following:

5. An instructional unit should be developed to supplement the grade five social studies text on the history and role of the U.S. military in Newfoundland and Labrador.

6. The Department of Education's Instructional Materials Division should be strongly encouraged to examine productions that have been developed as part of graduate programmes. Productions that prove to be relevant and useful to the present curriculum should be identified, and arrangements made with the developers to allow for wide-scale distribution.

7. The Department of Education's Instructional Materials Division should be encouraged to provide suggestions for materials that need to be developed. Surely a co-operative effort is required if the level of quality learning materials available to classroom teachers is to increase.

8. The Department of Education's Instructional Materials Division should consider partial funding for the development of instructional packages that it considers appropriate for this province's curriculum.

IMPLEMENTATION

It is the intention of the developer to make the instructional package available for wide-scale distribution to the schools. This will involve a number of steps.

Discussions will be held with the Social Studies Consultant at the Department of Education. The materials will need the recommendation of this consultant in order for the Instructional Materials Division to proceed with any production for wide-scale distribution. The developer has already had preliminary discussions with the Instructional Materials Division, but has not yet had an opportunity to meet with the Social Studies Consultant.

If the materials and/or topic receive the approval of the Social Studies Consultant, then the developer will make them available to the Instructional Materials Division. At that stage, the recommended changes will be incorporated into the package. The developer will insist on having a consultative role in any refinement that may occur in the instructional package, and will attempt to also have input into approval of the final package.

The developer does not foresee any major difficulties with the implementation process that has been described. Officials of the Instructional Materials

Division are aware of this instructional package, and have been most encouraging when discussions about wide-scale implementation were conducted. Thus, it appears to the developer, that it is very likely that the materials developed for this instructional development project will indeed find wide-scale use in our province's schools.

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APPENDICES

APPENDIX A

PRETEST INSTRUMENT

CIRCLE THE LETTER OF THE CHOICE WHICH BEST COMPLETES EACH OF THE FOLLOWING:

1. Two communities which are nearest Happy Valley-Goose Bay are:

(a) Labrador City and Northwest River
(b) Churchill Falls and Mud Lake
(c) Northwest River and Mud Lake
(d) Labrador City and Churchill Falls

2. Happy Valley-Goose Bay is closest to:

(a) Goose Lake
(b) Lake Melville
(c) Lake Ontario
(d) None of the above

3. Happy Valley-Goose Bay is:

(a) 1000 km north of St. Anthony
(b) 1000 km east of St. John's
(c) 880 km east of St. Anthony
(d) 880 km north of St. John's

4. People can leave Happy Valley-Goose Bay for St. John's anytime of the year by:

(a) Car
(b) Boat
(c) Plane
(d) Train

ANSWER THE FOLLOWING QUESTIONS BRIEFLY IN YOUR OWN WORDS.

5. Why was Goose Bay originally established?

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6. Why was Happy Valley originally established?

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7. Why is the town now called Happy Valley-Goose Bay?

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8. List two major changes that have occurred in the community of Happy Valley-Goose Bay.

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9. List three occupations that are directly related to the airport or the military in Happy Valley-Goose Bay.

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10. List three occupations that are not directly related to the airport or the military in Happy Valley-Goose Bay.

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11. Briefly describe in your own words how an increase in the number of people living in a community can result in more opportunities for employment.

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12. State one reason why people come to live in the community of Happy Valley-Goose Bay.

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13. Briefly explain why living expenses such as heating a home and feeding a family are higher in Happy Valley-Goose Bay than in many places on the island part of the province.

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14. State one reason why people leave the community of Happy Valley-Goose Bay.

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APPENDIX B

POSTTEST INSTRUMENT

CIRCLE THE LETTER OF THE CHOICE WHICH BEST COMPLETES EACH OF THE FOLLOWING:

1. Two communities which are nearest Happy Valley-Goose Bay are:

(a) Churchill Falls and Mud Lake
(b) Northwest River and Mud Lake
(c) Labrador City and Churchill Falls
(d) Labrador City and Northwest River

2. Happy Valley-Goose Bay is closest to:

(a) Lake Ontario
(b) Lake Goose
(c) Lake Melville
(d) None of the above

3. Happy Valley-Goose Bay is:

(a) 880 km north of St. John's
(b) 1000 km north of St. Anthony
(c) 1000 km east of St. John's
(d) 880 km east of St. Anthony

4. People can leave Happy Valley-Goose Bay for St. John's anytime of the year by:

(a) Car
(b) Boat
(c) Train
(d) Plane

ANSWER THE FOLLOWING QUESTIONS BRIEFLY IN YOUR OWN WORDS.

5. Why was Goose Bay originally established?

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6. Why was Happy Valley originally established?

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7. Why is the town now called Happy Valley-Goose Bay?

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8. List two major changes that have occurred in the community of Happy Valley-Goose Bay.

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9. List three occupations that are directly related to the airport or the military in Happy Valley-Goose Bay.

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10. List three occupations that are not directly related to the airport or the military in Happy Valley-Goose Bay.

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11. Briefly describe in your own words how an increase in the number of people living in a community can result in more opportunities for employment.

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12. State one reason why people come to live in the community of Happy Valley-Goose Bay.

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13. Briefly explain why living expenses such as heating a home and feeding a family are higher in Happy Valley-Goose Bay than in many places on the island part of the province.

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14. State one reason why people leave the community of Happy Valley-Goose Bay.

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APPENDIX C

NEEDS ASSESSMENT QUESTIONNAIRE

1. Are you presently using, or are you familiar with, any instructional materials which provide a model for study in the area of COMMUNITY PROFILES? .....(If yes, please list materials overleaf)

2. Are you presently using, or are you familiar with, any instructional materials which are profiles of Happy Valley-Goose Bay, Labrador? .....(If yes, please list materials overleaf)

3. If you are using materials, are you satisfied with them? .....

4. Do you feel a need for new or additional materials, either in terms of content, treatment or medium? .....

5. Do you feel that a model for the study of a local community would be beneficial to your teaching of the "The Changing Pattern of Communities" in the Grade Five Social Studies course? .....

6. Do you feel that a community profile of Happy Valley-Goose Bay would be a suitable subject of study? .....

7. If your answer to (6.) was no, which community profile would be more suitable, and why? (Please answer below.)

CHOICE OF MEDIA QUESTIONNAIRE

Please complete the section which follows irrespective of your response to item (4.) above. The purpose of this part of the questionnaire is to determine your opinion on the instructional value of various types of media, as well as the suitability of each type.

In the section of the questionnaire which follows, you are asked to do two things:

1) rate each medium for instructional value and suitability;

2) assign each medium a rank value.

"Instructional value" refers to the effectiveness of each medium in achieving learning objectives.

"Suitability" refers to the suitability of the medium to your particular classroom situation. This would include such considerations as accessibility of

accessibility of appropriate equipment, your familiarity with t operation of equipment, and facilities for darkening your room to enhance viewing.

To indicate your attitude towards the "instructional value" and "suitability" of each medium, please draw a circle around the number which best reflects your opinion of that medium (see the key for the scale).

The RANK VALUE that you assign indicates your preference of medium based on its instructional value and suitability. A rank value of ONE indicates that the medium is your highest preference. If you feel that two or more items are of equal value, you may assign them the same rank number.

EXAMPLE:

MEDIA	INSTRUCTIONAL VALUE	SUITABILITY	RANK
a. blackboard	1 2 3 4 5	1 2 3 4 5	
b. flannel board	1 2 3 4 5	1 2 3 4 5	
c. blackboard flannel board	1 2 3 4 5	1 2 3 4 5	

KEY: 1 very good 2 good 3 neutral 4 poor 5 very poor

CHOICE OF MEDIA

MEDIA	INSTRUCTIONAL VALUE	SUITABILITY	RANK
a. audio-tape	1 2 3 4 5	1 2 3 4 5	
b. slides	1 2 3 4 5	1 2 3 4 5	
c. booklet with sound filmstrip	1 2 3 4 5	1 2 3 4 5	
d. booklet only	1 2 3 4 5	1 2 3 4 5	
e. filmstrip	1 2 3 4 5	1 2 3 4 5	
f. filmstrip plus audio-tape	1 2 3 4 5	1 2 3 4 5	
g. slides plus audio-tape	1 2 3 4 5	1 2 3 4 5	
h. slides plus written script	1 2 3 4 5	1 2 3 4 5	
i. videotape	1 2 3 4 5	1 2 3 4 5	

KEY: 1 very good; 2 good; 3 neutral; 4 poor; 5 very poor

Can you suggest any other medium/media which you feel would be effective in meeting the need for instructional materials in the study of communities?

Thank you for your co-operation.

SUMMARY OF RESPONSES - NEEDS SURVEY

RESPONDENT NUMBER	ITEM NUMBER 1	2	3	4	5	6
01AAA	N	N	N	Y	Y	Y
02AAA	N	Y	N	Y	Y	Y
03AAA	N	Y	N	Y	Y	Y
04AAA	N	N	N	Y	Y	Y
05AAA	N	N	N	Y	Y	Y
06AAA	N	N	N	Y	Y	Y
07AAA	N	N	N	Y	Y	Y
08AAA	N	N	N	Y	Y	Y
09AAA	N	N	N	Y	Y	Y
10AAA	N	N	N	Y	Y	Y
11AAA	N	N	N	Y	Y	Y
12AAA	N	N	N	Y	Y	Y
13AAA	N	N	N	Y	Y	Y
14AAA	N	N	N	Y	Y	Y
TOTAL "NO"	14	12	14	0	0	0
TOTAL "YES"	0	2	0	14	14	14
TOTAL POSSIBLE	14	14	14	14	14	14
PERCENT "NO"	100	85.71	100	0	0	0
PERCENT "YES"	0	14.29	0	100	100	100

DISTRIBUTED 16
RETURNED 14
PERCENT 87.5

SUMMARY OF DATA

Instructional Value

MEDIA	RESONDENT				
	01	02	03	04	05
Audio-tape	4.00	3.00	3.00	4.00	5.00
Slides	2.00	1.00	3.00	1.00	3.00
Booklet with sound filmstrip	3.00	2.00	2.00	2.00	2.00
Booklet only	4.00	4.00	3.00	3.00	3.00
Filmstrip	2.00	4.00	3.00	1.00	3.00
Filmstrip plus audio-tape	3.00	1.00	2.00	1.00	3.00
Slides plus audio-tape	2.00	1.00	2.00	1.00	3.00
Slides plus written script	3.00	2.00	3.00	3.00	2.00
Videotape	2.00	1.00	1.00	1.00	2.00

SUMMARY OF DATA

Instructional Value

MEDIA	RESONDENT				
	06	07	08	09	10
Audio-tape	2.00	2.00	4.00	3.00	3.00
Slides	2.00	3.00	2.00	1.00	3.00
Booklet with sound filmstrip	1.00	3.00	3.00	2.00	2.00
Booklet only	3.00	3.00	4.00	4.00	3.00
Filmstrip	2.00	2.00	2.00	4.00	3.00
Filmstrip plus audio-tape	1.00	2.00	3.00	1.00	1.00
Slides plus audio-tape	1.00	2.00	2.00	1.00	2.00
Slides plus written script	2.00	2.00	3.00	2.00	3.00
Videotape	1.00	2.00	2.00	1.00	1.00

SUMMARY OF DATA

Instructional Value

MEDIA	RESONDENT				
	11	12	13	14	MEAN
Audio-tape	4.00	2.00	5.00	2.00	3.29
Slides	1.00	3.00	3.00	2.00	2.14
Booklet with sound filmstrip	2.00	3.00	2.00	1.00	2.14
Booklet only	3.00	3.00	3.00	3.00	3.29
Filmstrip	1.00	2.00	3.00	2.00	2.43
Filmstrip plus audio-tape	2.00	2.00	3.00	1.00	1.86
Slides plus audio-tape	1.00	2.00	3.00	1.00	1.71
Slides plus written script	3.00	2.00	2.00	2.00	2.43
Videotape	1.00	2.00	2.00	1.00	1.43

SUMMARY OF DATA

Suitability

MEDIA	RESONDENT				
	01	02	03	04	05
Audio-tape	2.00	4.00	1.00	3.00	3.00
Slides	3.00	1.00	3.00	1.00	3.00
Booklet with sound filmstrip	3.00	4.00	3.00	3.00	3.00
Booklet only	4.00	2.00	1.00	3.00	2.00
Filmstrip	3.00	2.00	3.00	1.00	3.00
Filmstrip plus audio-tape	3.00	1.00	3.00	1.00	4.00
Slides plus audio-tape	3.00	2.00	3.00	1.00	4.00
Slides plus written script	4.00	2.00	3.00	4.00	3.00
Videotape	2.00	2.00	1.00	1.00	3.00

SUMMARY OF DATA

Suitability

MEDIA	RESONDENT				
	06	07	08	09	10
Audio-tape	2.00	2.00	4.00	2.00	1.00
Slides	1.00	3.00	3.00	1.00	3.00
Booklet with sound filmstrip	2.00	2.00	4.00	3.00	3.00
Booklet only	3.00	3.00	4.00	2.00	3.00
Filmstrip	2.00	2.00	3.00	2.00	3.00
Filmstrip plus audio-tape	1.00	2.00	1.00	3.00	3.00
Slides plus audio-tape	1.00	2.00	2.00	3.00	1.00
Slides plus written script	2.00	2.00	2.00	4.00	4.00
Videotape	1.00	2.00	2.00	2.00	1.00

SUMMARY OF DATA

Suitability

MEDIA	RESONDENT				
	11	12	13	14	MEAN
Audio-tape	8.00	2.00	2.00	3.00	2.79
Slides	1.00	3.00	1.00	3.00	2.14
Booklet with sound filmstrip	3.00	2.00	2.00	3.00	2.86
Booklet only	1.00	3.00	2.00	3.00	2.57
Filmstrip	1.00	2.00	2.00	3.00	2.29
Filmstrip plus audio-tape	1.00	2.00	1.00	4.00	2.14
Slides plus audio-tape	3.00	2.00	4.00	1.00	2.29
Slides plus written script	3.00	2.00	2.00	3.00	2.86
Videotape	1.00	2.00	1.00	3.00	1.71

SUMMARY OF DATA

Rank

MEDIA	RESONDENT				
	01	02	03	04	05
Audio-tape	7.00	5.00	9.00	5.00	8.00
Slides	6.00	1.00	6.00	1.00	6.00
Booklet with sound filmstrip	8.00	4.00	4.00	2.00	1.00
Booklet only	9.00	4.00	8.00	3.00	7.00
Filmstrip	5.00	4.00	7.00	1.00	6.00
Filmstrip plus audio-tape	1.00	1.00	2.00	1.00	3.00
Slides plus audio-tape	3.00	2.00	3.00	1.00	5.00
Slides plus written script	4.00	3.00	5.00	4.00	2.00
Videotape	2.00	2.00	1.00	1.00	4.00

SUMMARY OF DATA

Rank

MEDIA	RESONDENT				
	06	07	08	09	10
Audio-tape	8.00	2.00	7.00	5.00	5.00
Slides	7.00	3.00	6.00	1.00	6.00
Booklet with sound filmstrip	5.00	2.00	8.00	4.00	4.00
Booklet only	9.00	3.00	9.00	4.00	8.00
Filmstrip	6.00	2.00	5.00	4.00	7.00
Filmstrip plus audio-tape	3.00	2.00	1.00	1.00	2.00
Slides plus audio-tape	2.00	2.00	3.00	2.00	3.00
Slides plus written script	4.00	2.00	4.00	2.00	5.00
Videotape	1.00	2.00	2.00	2.00	1.00

SUMMARY OF DATA

Rank

MEDIA	RESONDENT				
	11	12	13	14	MEAN
Audio-tape	9.00	2.00	8.00	8.00	6.29
Slides	1.00	3.00	6.00	7.00	4.29
Booklet with sound filmstrip	2.00	2.00	1.00	5.00	3.71
Booklet only	3.00	3.00	7.00	9.00	6.14
Filmstrip	1.00	2.00	6.00	6.00	4.43
Filmstrip plus audio-tape	1.00	2.00	3.00	3.00	1.86
Slides plus audio-tape	1.00	2.00	5.00	2.00	2.57
Slides plus written script	4.00	2.00	2.00	4.00	3.36
Videotape	1.00	2.00	4.00	1.00	1.86

RANK OF INSTRUCTIONAL VALUES

MEDIUM	MEAN	RANK
videotape	1.43	1
slides plus audio-tape	1.71	2
filmstrip plus audio-tape	1.86	3
booklet with sound filmstrip	2.14	4
slides	2.14	4
slides plus written script	2.43	6
filmstrip	2.43	6
audio-tape	3.29	8
booklet only	3.29	8

RANK OF SUITABILITY

MEDIUM	MEAN	RANK
videotape	1.71	1
slides	2.14	2
filmstrip plus audio-tape	2.14	2
slides plus audio-tape	2.29	4
filmstrip	2.29	4
booklet only	2.57	6
audio-tape	2.79	7
booklet with sound filmstrip	2.86	8
slides plus written script	2.86	8

RANK OF RANK ORDER

MEDIUM	MEAN	RANK
videotape	1.86	1
filmstrip plus audio-tape	1.86	1
slides plus audio-tape	2.57	3
slides plus written script	3.36	4
booklet with sound filmstrip	3.71	5
slides	4.29	6
filmstrip	4.43	7
booklet only	6.14	8
audio-tape	6.29	9

APPENDIX D

HAPPY VALLEY-GOOSE BAY

THE CHANGING PATTERN OF COMMUNITIES

STUDENT BOOKLET

WHERE IS THE COMMUNITY LOCATED?

The province of Newfoundland and Labrador is located on the East Coast of Canada. It is made up of the island of Newfoundland, and an area to the north known as Labrador.

One community in our province is a town which is now called Happy Valley-Goose Bay, Labrador. The town received its name as a result of two towns joining together to form one larger community.

Happy Valley-Goose Bay, is located in the interior of Labrador at the head of Lake Melville, which flows out into the North Atlantic and provides the area with a water-link to the rest of the world. It is 880 air kilometres north of St. John's, and is situated between the nearby communities of Mud Lake and Northwest River.

WHY WAS THE COMMUNITY ESTABLISHED?

During the Second World War, Canada and the United States of America used Gander as a refuelling stop for airplanes carrying troops and supplies to Europe. In 1941 a sandy plateau in Labrador was chosen as the site for Goose Airbase because Gander could not handle all the planes crossing the Atlantic. Goose Airbase was a good

location because it was level, had near-perfect flying weather, and construction equipment could be transported on Lake Melville.

In 1943, a community to become known as Happy Valley was begun as a settlement for the families of civilian workers employed to build the base. Military regulations required civilians to live at least five miles from the base.

Prior to the start of the base, only the tiny community of Mud Lake and the small community of Northwest River were in existence in the area.

HOW MANY PEOPLE LIVE THERE?

The population of this area has changed greatly over the past number of years. This is usually as a result of changes in employment. The phase-out of jobs has almost always resulted in a decrease in the population. People move to other areas to find jobs. Similarly, a new industry creates jobs, and has resulted in more people moving into the area.

Statistics Canada collects information about people in all parts of the country by conducting a census. In 1981, the census information indicates that Happy Valley-Goose Bay had a population of seven thousand one

hundred (7100).

WHAT CHANGES HAVE OCCURRED IN THE COMMUNITY?

Happy Valley-Goose Bay has experienced great changes in its short history. Before 1941, the area was nothing more than wilderness. During the Second World War, an airbase was constructed. Many military people lived on the base, and a new town was created for the civilian workers and their families. During the war, it served as a stopover for planes bringing troops, equipment and supplies to the fighting in Europe.

After the Second World War had ended, radar installations were built and the U.S. Air Force stationed fighter aircraft in Goose Bay to intercept any approaching enemy aircraft that were detected.

During the 1960's, more modern jets could be stationed in the United States to intercept any invaders, and Goose Bay's military role began to change. It became the headquarters for a fleet of airtankers used for in-flight refuelling of military aircraft.

In 1969, a woods operation employed hundreds of people to supply pulp wood to the Linerboard mill in Stephenville.

Goose Bay and Happy Valley continued to grow, and in 1973, they joined to form a larger community known as Happy Valley-Goose Bay.

The U.S. Air Force phased out its large base in 1976, and many people had to leave the community because there were fewer jobs.

The forestry work continued for only a short time after the American phase-out. It was very expensive to ship wood to Stephenville by boat, and this was one of the major reasons why the operation was shut down.

One noticeable change in the community has been the number of people living there. The town has experienced periods of rapid growth, as well as periods of population decline. These changes are often directly related to the number of jobs in the community.

Another change related to people in the community is the growing number of residents who were born and raised in the town. In its early days, the town's population was made up almost entirely of people who had moved there from somewhere else. Native people and settlers from different parts of Labrador, as well as people from other parts of Newfoundland, Canada and the world, came to the town. They made the community their home. As the years passed, and the number of people born in the town increased, Happy Valley-Goose Bay became more of a

permanent community than it had been in its early history.

Still another important change for the community relates to its dependence on the airport. Originally, this was the reason why the town was established. Over the years, the town's population grew. As it did, the number of businesses and services centred in Happy Valley-Goose Bay also increased. The town became an important service centre for communities on the Labrador Coast. This role in effect reduced the dependence of the town on the airport as a source of employment.

HOW ARE PEOPLE EMPLOYED?

Although the airport is not the only source of employment in the community, it is still quite important to Happy Valley-Goose Bay.

Countries such as Great Britain and West Germany train their air force pilots in low-level flying. The United States of America often uses the airport as a stopover for troops on their way to NATO exercises in

Europe.

Transport planes are used to bring supplies to personnel of the American, British, West German, and Canadian armed forces stationed at Happy Valley-Goose Bay.

Helicopter companies and small airlines serving the Labrador Coast as well as larger commercial airlines use the airport.

Many people are employed to provide services because of the airport. People employed directly because of the airport include:

Air traffic controllers
Air radio operators
Meterologists
Electricians
Engineers
Carpenters
Mechanics
Plumbers
Snowplow operators
Firemen
Security guards
Refuellers
Aircraft dispatchers
Pilots
Baggage handlers

In addition to these occupations, secretaries and clerks are often required to assist in office work that may be associated with the airport.

A large number of people are INDIRECTLY employed because of the airport. This means that they are not

working directly at the airport or its operations, but because of the large number of people who do, many other services are required. These include:

Salespeople in stores
Teachers
Doctors
Nurses
X-Ray technicians
Cooks
Janitors
Garbage collectors
Heavy equipment operators
Policemen
Judges
Civil servants
Postal clerks
Reporters
Telephone operators
Telephone repair technicians
Radio and TV announcers
Radio and TV technicians
Dockworkers
Electrical linesmen

These services mean that many more people are employed in the community, although they not working at the airport.

WHY DO PEOPLE LEAVE?

There are no roads or railways to other larger centres, so food and supplies are usually shipped in by boat. Lake Melville is usually closed to shipping from November to June because of ice, so goods must be stored for the winter. Shipping, handling and storage costs mean

that people often pay more for things in Happy Valley-Goose Bay. Travel to and from the town often must be by air, which is very expensive.

The winters in this part of the province are long, and very cold. This makes it very expensive to heat a home.

Northwest River is the most distant place that is linked by a road to Happy Valley-Goose Bay for the entire year. In many other communities in the province, people don't have to work in the town where they live. These people can often drive to work from their hometown. This is usually not the case in Happy Valley-Goose Bay. Northwest River is a very small community with few employment opportunities. People in Happy Valley-Goose Bay often have to leave the area in order to find work.

Often people will leave Happy Valley-Goose Bay because of the difficulties and expenses of life in a remote, northern town.

WHY DO PEOPLE COME?

Most people who move to the town from other places come to find employment. The area requires many workers. Often these people will leave the town when they find a job somewhere else, or when they are layed off from their present job.

HAPPY VALLEY-GOOSE BAY

THE CHANGING PATTERN OF COMMUNITIES

TEACHER'S GUIDE

INTRODUCTION

This Teacher's Guide has been designed to accompany the instructional unit entitled "Happy Valley-Goose Bay: The Changing Pattern of Communities". This instructional unit is intended for use with the chapter "The Changing Pattern of Communities" contained in the grade five social studies text "Our Province: Newfoundland and Labrador".

The purpose of the Teacher's Guide is to outline the objectives of the instructional unit, and to serve as a resource in studying your students' local communities. It will assist the teacher in the planning of further study either of the community of Happy Valley-Goose Bay, or any other community.

The suggested follow-up activities are simply meant to be ideas for further study; you may build on one or more of these, or you may develop your own ideas for follow-up activities to suit your students' interests and abilities.

You may note that the suggested activities encourage the practice of map skills, writing skills, research skills, and the use of community resources. As a result, the unit does not have to be taught only within the context of social studies. The topics can be used to

develop and reinforce concepts in language arts and library research.

PURPOSE OF THE INSTRUCTIONAL UNIT

The major purpose of the instructional unit is to study the town of Happy Valley-Goose Bay in the context of the chapter "The Changing Pattern of Communities" in the grade five social studies textbook. However, a secondary purpose is to provide teachers with a model for studying local communities.

By using the instructional materials provided, students will achieve a better understanding of the community of Happy Valley-Goose Bay. The suggested follow-up activities will assist in using that community as a model for studying students' home communities. In this way, the instructional materials will fulfill a dual purpose; students will have an increased knowledge about Happy Valley-Goose Bay, and also a better understanding of their own community.

OBJECTIVES OF THE UNIT

The following objectives can be achieved as a result of studying Happy Valley-Goose Bay with this instructional unit:

1. Locate the community on a map.

2. State the population of the community.

3. Describe the community's location in relation to (i) nearby communities, (ii) nearby body of water and (iii) other parts of the province.

4. List the year-round modes of transportation linking the community with larger centres on the island part of the province.

5. State why the community was originally established.

6. State the major changes that have occurred in the community.

7. State the types of employment present in the community that are directly involved with the airport or the military.

8. State the types of employment present in the community that are not directly involved with the airport or the military.

9. Describe how an increase in the number of people in a community can result in more opportunities for employment.

10. State why people come to live in

the community.

11. State why living expenses are higher in this community.

12. State why people leave the community.

13. Describe the characteristics of Happy Valley-Goose Bay as a community.

USING THE INSTRUCTIONAL MATERIALS

It is suggested that before using the instructional unit, students would have been introduced to the chapter "The Changing Pattern of Communities". This unit may be used prior to answering the questions at the end of the section entitled "Where do we live?".

Strategies for implementation may vary with different class groups. One suggested approach to implementing this unit is to present the audio-visual component, followed by the Student Booklet. Students may be assigned the review questions to reinforce the concepts introduced in the audio-visual presentation. In addition, students may be assigned tasks from the section "Follow-up Activities". This will depend on the objectives determined by the teacher, and the ability levels of students in the class.

The Department of Education's "Design For Social

Studies K-VI in Newfoundland and Labrador" suggests that students should have developed a number of skills, including the map skills to determine distance and location. This instructional unit, used in conjunction with the text or other resource materials can reinforce these skills.

FOLLOW-UP ACTIVITIES

1. Have your students locate Happy Valley-Goose Bay, St. John's and their own community on a map. They should then determine how far the communities are from each other (using the scale on the map), and the direction from their community to Happy Valley-Goose Bay and St. John's.

2. Have your students research the population statistics for their own community and Happy Valley-Goose Bay for a forty year period. (Statistics Canada can provide this information.) After obtaining the statistics, have them construct a graph comparing the rate of growth during that period. Is there noticeable difference in the rate of growth? Why might this be so?

3. Use the scale on a map to determine the number of

communities within a ninety kilometre radius of the students' home community. Make a list of these communities, and determine the following information:

(a) what form(s) of transportation can be used to reach the community from their home town.

(b) how many people live in each of the communities.

(c) what types of employment are available in each community.

Construct a table to display the information that has been gathered.

Carry out the same procedure for the town of Happy Valley-Goose Bay.

4. Students can interview the owner or manager of a grocery store in their area. Find out where food supplies come from, and how often are they delivered. Does the store have to keep large supplies of food on hand for long periods of time? Are they delivered on a weekly or monthly basis? Are supplies delivered by truck, boat, airplane? How does this compare with Happy Valley-Goose Bay?

5. Is there a community or town council in your home town? What services does it provide? How many people are

employed to provide these services?

6. Make a list of the types of employment in the students' home community. Try to determine how many people are employed in each occupation in the students' home community. Construct a graph (bar-graph or pie-graph) to illustrate the number of people employed in each occupation.

Is there a major source of employment? What effect might an increase in the number of jobs in the town have on the size of the community? On the number of additional jobs that might be available?

7. Have your students research the history of their community. Information may be obtained from books, newspaper articles, church records, municipal records or from elder people in the community. Students can work in groups for this project, and the information could be put into the format of a book.

8. Your students can develop their own audio-visual presentation about their home community. Most cameras can use slide film, and a narration can be recorded on a tape recorder. This presentation could be shared with other classes, the entire school, or shown to parents at a Parent-Teacher meeting.

9. What major changes have occurred in the students' home community? How have these changes affected the population of the community? Did new people come to the town? Did people leave?

10. Why was the community originally established? Has this reason changed over the years? If there was no community in the place where the town is located, would there be a reason for people to come to live there today?

SCRIPT

AUDIO	VISUAL
	"FOCUS" SLIDE
(Start tape)	BLANK SLIDE
(Fade in introductory music. Up for 5 seconds. Fade out.)	TITLE SLIDE showing aerial shot of the Happy Valley-Goose Bay area.
The community of Happy Valley-Goose Bay is located in the interior of Labrador, about 880 air kilometres north from St. John's.	Outline map of Newfoundland and Labrador. Happy Valley-Goose Bay is shown in relation to St. John's.
It is situated near the head of Lake Melville between the nearby communities of Mud Lake and Northwest River.	Outline map showing Lake Melville, Mud Lake, Happy Valley-Goose Bay and Northwest River.
Goose Bay was established during World War II because the sandy plateau would make a good refuel-ling base for planes carrying troops and supplies across the Atlantic.	Aerial shot of the Goose Airbase part of town. The airport and the Churchill River is shown.
Happy Valley began as a settlement for families of civilian workers hired to help build Goose Airbase. In 1973 the two communities joined to form the larger town of Happy Valley-Goose Bay.	Aerial shot of the Happy Valley part of the town. Again the Churchill River is shown.
The town's monuments of an early American fighter once stationed at Goose Airbase,	An early American fighter which was once stationed at Goose Airbase is now displayed permanently.

and a British bomber indicate the importance of the military to the to the community.	A British Vulcan bomber is also on permanent display in the town.
Britain's Royal Air Force uses the airbase for training flight crews.	Royal Air Force jets on the tarmac prepare for maneuvers.
Th Luftwaffe of West Germany also uses the area to train pilots for low-level flying.	West German Phantoms being prepared for low-level flying.
The United States frequently uses Goose Airbase as a stopover for planes travelling to Europe for NATO exercises.	U.S. aircraft on the tarmac during a stopover to NATO exercises in Europe.
The Canadian Armed Forces has personnel stationed at Happy Valley-Goose Bay to co-ordinate the military activities at the airbase.	C.A.F. headquarters in Happy Valley-Goose Bay.
Transport planes land regularly to bring supplies to armed forces personnel. However, military flights are not the only reason why the airport is busy.	An American transport plane landing with supplies for armed forces personnel.
Air travel from the airport to communities on the Labrador Coast and the island of Newfoundland is important because there are no roads or year-round water routes to these places.	Airport terminal building at Happy Valley-Goose Bay.
Helicopter companies and small airlines serving the Labrador Coast are based at the airport.	Helicopters and bush planes in front of their hangers at the airport.
Air is the only year-	A Canadian Pacific Air-

round transportation link from Happy Valley-Goose Bay to the rest of the province, Canada and the world.	lines plane approaches for a landing.
Water bombers are stationed at the air-port during the summer months to fight forest fires.	Water bomber near the end of a water drop.
The runways at Goose Air-base are among the longest in North America.	A runway at the airport.
Because of that, it is possible for the world's largest cargo plane to land there with ease.	A Starlifter transport plane is dwarfted by the huge C-5 Galaxy.
Even a jumbo jet carrying a space shuttle was able to land at the airport.	A NASA jumbo jet carrying a space shuttle land-ing at the airport in Happy Valley-Goose Bay.
This busy airport is still extremely important to the town which was built because an airbase was needed during wartime. Many people have jobs as a result of the airport.	An aerial shot of a res-idential part of the town with the runways in the background.
People are employed as air traffic controllers, air radio operators and meteorologists. They provide valuable services to flight crews of aircraft.	Air traffic control tower and adjacent weather office and flight services office.
Firemen provide fire and crash rescue services in the event of an emergency, and security guards keep unauthorized people from the runways.	Firestation at the edge of the main runway. The yellow crash rescue trucks are parked awaiting a possible emergency.
Maintenance crews include	Maintenance crews working

laborers, electricians, carpenters and plumbers. They keep airport buildings, such as hangers and the terminal, in good condition.	on the ramp next to the runway.
A lot of equipment is needed to keep runways in top condition at all times of the year. Operators and mechanics are needed for this equipment.	Snowclearing, crash rescue, and other maintenance equipment at a repair depot.
Aircraft mechanics ensure that helicopters and airplanes are safe for flying.	Aircraft mechanic working on a helicopter.
Baggage handlers unload luggage, mail and freight.	Baggage handlers unloading luggage.
Aircraft refuellers are needed to refuel airplanes and helicopters.	Aircraft refueller topping up a commercial jet with fuel.
Other people are employed to service aircraft as well. An aircraft's storage tanks must be emptied, and occasionally the planes must be de-iced.	Worker empties an aircraft's storage tanks.
These people employed directly because of the airport require services which will provide job opportunities for others.	A graphic showing the services that people working at the airport will require. These include communications, schools, stores hospitals and municipal services.
Retail stores for groceries and clothing employ cashiers and people to keep the store well stocked.	Hudson Bay store.
Appliance stores, banks	Appliance and sporting

and other services need salespeople, tellers, accountants and managers.	goods store.
A craft store employs people to make the crafts, and others to sell these items.	Labrador Crafts store.
Schools employ teachers, secretaries, janitors and bus drivers.	One of the many schools in the community.
A hospital needs doctors, nurses, medical technicians and food services people.	The Melville Hospital.
A senior citizen's home employs more people to provide similar types of services.	Senior citizen's home.
A pharmacy serves the needs of the sick employing pharmacists and salespeople.	The local pharmacy.
Municipal services such garbage collection, road maintenance and snow-clearing employ even more people.	Town hall for Happy Valley-Goose Bay.
As the population increases, more services are required, employing more and more people.	A graphic illustrating that there are increased employment opportunities as the population increases.
An R.C.M.P. detachment employs police officers who require secretarial help.	The R.C.M.P. detachment offices.
The provincial court means that judges, lawyers, legal secretaries and janitors have work.	The provincial courthouse.

Federal and provincial government offices need clerks, security guards, secretaries and other public servants.	One of several federal offices in the Happy Valley-Goose Bay area.
Newspapers, telephone companies, radio and TV stations hire reporters, technicians, telephone operators, accountants and secretaries.	Office of the local newspaper "The Labradorian".
The post office employs postal clerks and people who drive the mail trucks.	Postal station "B" in the Happy Valley part of town.
Electricity distributers, such as Newfoundland and Labrador Hydro need meter readers, electrical inspecters, and linesmen.	Newfoundland and Labrador Hydro office.
Ships provide reasonably priced transportation of people and cargo for part of the year, requiring dockworkers and ticket agents.	CN ferry "Sir Robert Bond".
This isolated northern town at the head of Lake Melville is not without its problems. There are no highways or railroads to larger centres. People cannot drive to jobs in other towns as in many parts of the province.	The head of Lake Melville near Happy Valley-Goose Bay.
Ships bring most of the food and supplies to the community before the lake freezes in November. Transportation and storage adds considerably to the cost of these items.	Ship at a dock in Happy Valley-Goose Bay.
People who wish to leave this part of Labrador	Commercial passenger jet at Happy Valley-Goose

during the freeze-up period from November to June must travel by air which is very expensive.	Bay.
It costs a lot to heat a home because of the long, cold winters that are common in Labrador.	Houses in Happy Valley-Goose Bay.
The Happy Valley-Goose Bay area has experienced many changes in its brief history. Before World War II, it was wilderness.	Aerial shot of the Happy Valley-Goose Bay area.
Shortly after the war, it was a prominent radar site. That role has become less important in recent years, but improvements are planned to restore that role.	The Melville radar site near Happy Valley-Goose Bay.
The United States Air Force phased out its base in 1976, laying-off many workers. Many businesses in the town were affected by the American phase-out, and many people left to find work elsewhere.	United States Air Force planes on the ramp at Happy Valley-Goose Bay.
In 1969, the forests near Happy Valley-Bay were used as a source of wood for the linerboard mill in Stephenville.	Forested area near Happy Valley-Goose Bay.
Hundreds of people were employed cutting trees,	A Labrador Linerboard employee cuts trees for the Stephenville mill.
building woods roads,	Bulldozer used to build woods road.
and loading the wood	Heavy equipment

on trucks for transport to the dock.	loading a woodtruck.
There it was loaded on on ships bound for the mill in Stephenville.	Cordwood at the Happy Valley-Goose Bay dock.
Although wood was very plentiful, this operation ended less than ten years after start-up because of high shipping costs. Again, many people left to find jobs elsewhere.	One of the areas that areas that was being harvested.
The town was originally established as a result jobs at the airbase, and people still come because of employment opportunities.	Aerial shot of the Goose Bay part of the town showing the airbase.
The people who find work in the area and make Happy Valley-Goose Bay their home are surrounded by breathtaking scenery.	Scenic shot of a small lake near Happy Valley-Goose Bay.
Outdoor activities such as hunting, fishing, skiing or snowmobiling are great pastimes for the sportsminded person.	Two hunting entusiasts pause near Gosling Lake.
Swimming, bowling, curling, hockey and many other sports can also be enjoyed in Happy Valley-Goose Bay.	Swimming pool in the provincial recreation centre at Happy Valley-Goose Bay.
This town which was created during wartime because of the need for an airport (Fade in background music)	Airport terminal building.
set at the head of Lake Melville	Dock at Happy Valley-Goose Bay.
amidst the rugged	Scenic view from a

beauty of Labrador	local woods road.
is one example of the "Changing Pattern of Communities" in our province of Newfoundland and Labrador.	A beautiful Labrador sunset.
	Production credits.
(Fade out music)	

RELATED RESEARCH ON HAPPY VALLEY-GOOSE BAY

AN INTRODUCTION

What were once the three very distinct and autonomous residential areas of Happy Valley, Goose Airbase, and Goose Airport are now known as the town of Happy Valley-Goose Bay. The Department of Municipal Affairs gave approval for amalgamation in 1973 (Report of the Royal Commission on Labrador,n.d.:1239), and "on Friday, February 15, 1974, the newly elected Town Council of Happy Valley-Goose Bay was sworn into office and the ... Towns were now officially amalgamated" (Happy Valley Goose Bay Development Corp,n.d.:18).

"The Municipal and Planning area boundaries cover approximately 110 square miles. The former townsite of Happy Valley is situated five miles east of Goose Bay on land bounded by Goose Bay on the North and the Churchill River on the South. The combined area supports a population of 7,000 excluding Armed Forces personnel." (Happy Valley Goose Bay Development Corp,n.d.:4)

The town itself is "situated at the Western end of the Hamiliton Inlet in Labrador, Canada, at 53 degrees 19 minutes N. latitude and 60 degrees 20 minutes W. longitude. The town is 130 miles from the Labrador coast

and 550 miles from St. John's, Southeast by air." (Happy Valley Goose Bay Development Corp,n.d.:4)

HISTORY

Just over forty years ago, there was no town of Happy Valley-Goose Bay. All that existed was a small community known as Mud Lake, and about thirty miles from that, the larger community of Northwest River. Between these two places was a sandy plateau; it was this plateau that caught the interest of surveyors Eric Fry and Capt. Elliott Roosevelt in 1941 (Saunders,1980:29).

Canada and the United States were involved in World War II. As the war effort increased, there was a great need to get men and equipment from North America to Europe. There was an airbase at Gander, Newfoundland, but, because of the large amount of air traffic, and frequent occurences of fog, another site for an airbase was necessary (Zimmerly,1975:229-230).

The site chosen by the surveyors, known as Uncle Bob's Berry Patch, was ideal. It occupied a twelve square mile area, and was reasonably level. There were no barriers in any direction to interfer with aircraft, and the climate was virtually fog-free. In addition to these

important factors, access to the region by water was possible, making it a very suitable choice for an airbase (Saunders,1980:29).

Within weeks of Fry's report to the Royal Canadian Air Force, agreements were reached between Canada and Newfoundland regarding the use of land in Goose Bay (Newfoundland had not as yet joined Confederation). In August 1941, engineers arrived on the site, and by September, a contract for the construction project was awarded (Zimmerly,1975:230).

Work progressed quickly. A dock was constructed to receive the ships laden with men and equipment. Construction proceded at a fast pace. Personnel worked around the clock, completing a rough runway in December (Zimmerly,1975:230). This meant that more supplies could be brought in, as the water route normally would be inaccessible after November, due to ice in Lake Melville.

Construction was largely a race against the clock; time was of the essence - a refuelling site for planes crossing the Atlantic was given a very high priority. Burden (1965:15) describes the enormity of the undertaking:

> "The task ... called for three 3000 ft. concrete runways, seven hangers, two 150 bed hospitals, quarters for three thousand

> construction workers and five thousand service personnel, plus such other necessary projects as bakeries, docks to handle ocean going vessels, central heating plants, steam launderies, sanitation, pumping stations -- in short, a city for 8,000 people and an airport beside."

Almost immediately, the people living in the vicinity of the developing airbase site were affected by the military presence. Robert Michelin, or Uncle Bob, was perhaps one of the first to become aware of the development taking place; after all, it was his favorite berry patch that was being transformed into a military base. But Uncle Bob was promised a sufficient acreage of redberries, and being content with that, proceeded to supplement his income by selling cream, eggs and salmon to some of the airforce messes (Saunders,1980:29).

Others were aware of the noise and activity that had now become characteristic of their otherwise quiet domain. Many of the men were lured away from their traplines by the prospect of high wages and year-round employment. Still others cautiously waited to assess the possibilities before committing themselves to a steady income that was based on an hourly wage (Zimmerly,1975:231).

The men who did decide to try construction work initially left their families in their home villages. In

1943, however, three families arrived, posing new problems. Military regulations did not permit civilian families to live on the construction site, and furthermore, these people were required to make their homes at least five miles from the airbase and the fuel tanks (Saunders,1980:29). One family very definitely felt the effects of military regulations; they had moved into a shack at Otter Creek, but had to move because the location was too close to the fuel tanks that were under construction (Zimmerly,1975:232).

The Saunders from Davis Inlet, Broomfields from Big Bay, and Perraults from Makkovik eventually set up tents and stored their personal belongings under tarpaulins on the riverbank creating a new settlement (Saunders,1980:29). Within three weeks, the men had managed to erect small wooden dwellings. These first houses were, for the most part, constructed out of scraps from the base . There was no plumbing or electricity, and most did not measure more than eighteen by twenty feet (Zimmerly,1975:233).

As the work progressed on the new base, the demand for workers continued. Part of the Goose Bay Agreement signed in 1944 stated that "The Government of Canada will employ Newfoundland labour as far as practicable at the Air Base" (Canada,1944:article 7). "...Native workers

from all over the Labrador coast were recruited. They presented quite a problem however for when they arrived they also brought along their wives and children and even their dogs." (Pickett,1947:17-18). Settlers were responsible for meeting their own requirements for water, timber for fuel and building, and reasonable access to the base. The tiny new village on the banks of the Hamilton River began to grow (Zimmerly,1975:233).

In 1946, a road was constructed from the base to the settlement so that a surplus building could be relocated to serve as a church and a school. After the road was cut through, houses were built on both sides of the road, as well as on nearby Birch Island. The RCAF Commanding Officer, having complete authority of the area, required that 100' x 300' plots be measured out for the settlers, and that houses have at least seventy-five square feet per person (Zimmerly,1975:234).

Life for the settlers was by no means easy. In addition to having to live without running water, indoor plumbing, or electricity, these people had to travel to Northwest River to buy their food supplies. Usually one or two men would make the twenty-five mile trek without the benefit of automobiles, and haul supplies for a number of families. Because of the great distance to be travelled, this would be done only every few months

(Zimmerly,1975:234).

By 1947, the Hudson's Bay Company saw that the quickly growing population on and near the base warranted a store and so they built one on the base. This made shopping a much less difficult chore, and the trucks taxiing the men to and from their jobs would also carry women to the store (Zimmerly,1975:234).

A growing civilian community also meant a growing number of problems to be dealt with by the officials who had responsibility for the entire area and its residents. The RCAF called upon the community to form a liaison committee that would communicate the difficulties being encountered by residents to a special RCAF committee. Thorvald Perrault, a member of the liaison group, said in a interview with Zimmerly, that they would " talk things over...places to build had to be given out. Somebody...want a piece of land, the airforce had their rules; a person had to be here so long a time before he could get a place to build on, he had to be married, so on and so on, but things worked out. We straightened things out between us..."(Zimmerly,1975:235).

POST-WAR DEVELOPMENT

The Goose Airbase project was a joint project of the Canadian, American and British governments, with the RCAF being in supreme command. With the end of the war, many of the aircraft returned back to North America through Goose Airbase. The RCAF took over complete control of the base, but the Americans maintained an active presence there. They conducted search and rescue experiments, provided ground support for USAF aircraft passing through, and furnished logistical support for three weather stations in the Arctic. Gradually, the RCAF presence was diminished; the USAF, however, escalated its detachment. (Zimmerly,1975:239-240).

America's fear or suspicion of the Russians was increasing in the early 1950's, and the 'COLD WAR' resulted in the development of an early warning radar system along the Labrador Coast in 1951 (Saunders,1980:30). The increased American involvement brought with it major new construction projects as facilities were expanded and updated, especially during the summer months (Zimmerly,1975:240). This expansion included a major facility for interceptor aircraft and in-flight refuelling squadrons during 1952 (Landry,1981:3).

The region around Goose Airport became demarcated into several distinct areas: the American side (also known as Goose Airbase), the Canadian (RCAF) side (called Goose Airport) and two satellite residential areas (known as Spruce Park and DOT) (Zimmerly,1975:240-241). These areas housed military personnel and other employees such as teachers, RCMP, and the families of personnel in either primary or support positions on the Canadian side of Goose Bay (Zimmerly,1975:241). During the 1950's and for some time after, Goose Airbase and the Goose Airport complex was quite distinct from the community that had now become known as Happy Valley.

The population of Happy Valley increased from about 257 in 1951 to 1145 in 1956, largely due to an influx of people from the island of Newfoundland (Zimmerly,1975:241). As the town continued to grow, so too did the availability of services and facilities. Between 1956 and 1972 Churches, stores, telephones, electricity, hotel, taxi service, a bank, water and sewage system, etc. became realities (Zimmerly,1975:243). The community was designated a Local Improvement District in 1955, and was incorporated as a town with an elected Town Council in 1961 (Zimmerly,1975:243). These factors, along with an influx of immigrant Newfoundlanders to start private businesses, explain the rapid growth of the

community during that period of time (Zimmerly,1975:243).

During the late 1960's, the USAF began to phase-down fighter operations (Landry,1981:3). The phase down of the American base was accomplished "first by reducing the number of service personnel and then by not hiring replacements for retiring or resigning employees." (Zimmerly,1975:246)

The major impact that might have otherwise been experienced by a one-industry town such as Happy Valley was to be off-set, at least temporarily, by an attempt to achieve economic diversification. In 1969, Melville Pulp and Paper (later called Labrador Linerboard) began a pulp industry to supply the new linerboard mill at Stephenville, Newfoundland. Ironically, the Goose Bay area was originally promised a mill, but plans were changed when the American base closed at Stephenville (Zimmerly,1975:245).

The decline in population was not as drastic as might otherwise have been the case for a predominantly one-industry town. In 1966, the population for Happy Valley and Goose Bay was 6,579; in 1971, it was only 628 less at 5,951 (Zimmerly,1975:259). After incorporation in 1961, the sense of permanency of Happy Valley increased, and a number of services were headquartered there such as the Royal Canadian Mounted Police, and the CBC radio

station (Zimmerly,1975:244). The area also developed a "role as the hub of Government, business, communications and transport activities in Labrador." (Report of the Royal Commission on Labrador,n.d.:1238)

MODERN DAY PROFILE

The Happy Valley-Goose Bay area has "the nucleus of the infrastructure needed for development which [gives] it an advantage over other areas in Labrador." (Report of the Royal Commission on Labrador,n.d.:647) It has potential for forest-related industry, hydro-electric development, tourism, as well as industry which requires accessability to huge amounts of hydro-electric power (Happy Valley Goose Bay Development Corp.,n.d.). In spite of start-ups of major forestry and hydro-electric developments, the mainstay of the Happy Valley-Goose Bay economy is today its airport; the reason for the town's creation back in the early 1940's is what keeps it thriving in the mid 1980's.

A number of factors are important when considering a profile of Happy Valley-Goose Bay. These include geographic location, transportation routes, climate, services available, and sources of employment. Some of

these factors make this town somewhat distinctive from many of its counterparts in other parts of the province, and influence any changes in the development pattern of the community of Happy Valley-Goose Bay.

Happy Valley-Goose Bay is geographically located near the heart of Labrador, some 130 miles from the Labrador Coast. It is connected by road to the Innu village of Sheshatshit and the predominantly settler community of Northwest River on a year-round basis. These two adjacent communities are approximately twenty-five miles from Happy Valley-Goose Bay. A dirt road connects Happy Valley-Goose Bay with Churchill Falls which is 165 air miles away. This road is accessible only during the summer and early fall since there is no snow clearing provided (Saunders,1980).

Access to the community by water usually begins in June and continues until freeze-up in November. During that time, CN Marine provides coastal boat, passenger ferry, and roll-on/roll-off container services. Most non-perishable supplies are shipped during that period, and stored during the winter months.

Air transportation is available through a number of commercial carriers. Canadian Pacific Airlines connects Happy Valley-Goose Bay to Wabush and Churchill Falls in Labrador, and to Stephenville, Deer Lake, Gander and St.

John's on the island part of the province. These points are accessible through Canadian Pacific Airlines on an almost daily basis. CP Air also has one or two flights weekly from Happy Valley-Goose Bay to Halifax and Montreal.

Labrador Airways is another carrier which connects the town with island communities such as St. Anthony, Stephenville, Deer Lake, and St. John's, as well as communities on the north and south coast of Labrador.

In addition to these carriers which provide a scheduled service, charter flights may be arranged with Goose Air Services, which operates a bush plane service, Sealand Helicopters and Universal Helicopters.

EFFECTS OF GEOGRAPHIC LOCATION AND TRANSPORTATION ROUTES

The lack of a year-round road or water link with larger distribution centres means that goods, materials, and supplies such as fuel must be shipped in between the months of June and November and stored for later use. If items are depleted before the next shipping season begins, then in most cases, they are simply unavailable unless they are so vital or light-weight as to make air

freight economically feasible. Some perishable food items are brought in by air, and are usually quite expensive because of that. However, in most cases, air freight is not used because of the expense involved.

No matter what mode of transportation is used, the consumer usually experiences increased prices to cover the transportation costs. Prices are further influenced by the fact that items must be stored in warehouses in Happy Valley-Goose Bay for much of the year, and in some cases, these buildings must be heated; costs which invariably are passed on to the consumer.

The storage of goods during the winter months has a noticeable effect in the variety of items that might be purchased. Usually there is not a wide selection of brand-names to choose from, and often items that are available in other centres may be considered less essential by the persons ordering supplies for their business, and thus are not available to the consumer in Happy Valley-Goose Bay.

Geographic location and transportation modes mean that travel to and from Happy Valley-Goose Bay for personal or business purposes are usually quite expensive. With the exception of Northwest River, Sheshatshit or Mud Lake, commuting to other places for work from Happy Valley-Goose Bay is not usually a

practical alternative. This is a significant factor for the people living in the community which makes Happy Valley-Goose Bay different from many other communities in the province. It means that employment sources in the immediate area are the only alternatives that many people have if they are to work, and stay with their families. Many people in other communities have access to a wider range of employment opportunities because of proximity to many other towns or cities, and inexpensive transportation links. Thus, even if employment opportunities decrease in a town, residents may continue to live there and commute to other places for work on a daily basis. Such is seldom the case in Happy Valley-Goose Bay.

Similarly, the geographic location, and the transportation links combined with a small population base, mean that certain facilities or services are not economically feasible. Shopping malls, large chain supermarket or department stores need a larger population base to be viable than is presently available in the Lake Melville area.

SOURCES OF EMPLOYMENT

In order for any community to remain a vibrant entity, its residents must have accessability to sources of employment. As has already been cited, the reason for Goose Bay's (now Happy Valley-Goose Bay) creation was the need for an airport. Today, the airport is a major reason why Happy Valley-Goose Bay continues to exist at its present level. The airport handled 32,229 flights in 1974, and 24,257 flights in 1977. Because of this level of traffic, a number of flight-related services must be provided. Many of these flights were military-related, and the military presence also has implications for employment (Happy Valley Goose Bay Development Corporation, n.d.).

Direct airport support services include fire and crash rescue facilities and personnel, ground maintenance and snow clearing, refuelling, aircraft servicing (such as passenger loading stairs, freight and baggage handling, water and lavatory services, de-icing of aircraft), security, meteorological information, air radio communications, and air traffic control.

Many of these support services are provided by civilians who are employed by federal agencies such as the Ministry of Transport. These people and the armed

forces personnel are entitled to live in the federal housing area on the former American Base. Another government agency, Public Works Canada, is responsible for maintaining the facilities and providing services to this area which is almost a small town in itself. Thus services such as garbage collection, road maintenance and snow clearing, building maintenance (involving carpenters, electricians and plumbers), water and sewage, generation of steam heat for the housing units, back-up electricity generation, residential fire protection and security are additional, indirect support services and sources of employment provided by Public Works Canada.

The military presence also has an effect on civilian employment. Personnel are employed in secretarial, food services, janitorial, and other support capacities.

It should become clear that a wide range of employment opportunities are needed to support the airport operations; at this point in time, a wide variety of services have been described, and the private sector involvement has been minimal.

Already it has been pointed out that the people who directly provide services to the airport themselves require housing, and related support services for accomodations and travel to and from work. Because these services are necessary, many other people are employed.

Yet, the list of services is much more extensive than cited to this time.

Medical and dental services, schools, recreation and entertainment facilities, grocery stores, clothing stores, hardware stores, law enforcement agencies, communication services (telephone, television, radio, telex, newspapers), municipal services, and transportation related services are all necessary to support the populations needs. This is by no means an exhaustive list, yet the number of people who would be employed to provide for these needs is rapidily increasing.

CHANGES THAT HAVE OCCURRED IN THE COMMUNITY

In its short history, the Happy Valley-Goose Bay area has experienced a number of major changes. Most of these changes are related to employment in the area, and have had implications for the size of the population in the community.

Before 1941, the area was nothing more than wilderness. During the Second World War, an airbase was constructed. Many military people lived on the base, and a new town was created for the civilian workers and their

families. During the war, it served as a stopover for planes bringing troops, equipment and supplies to the fighting in Europe.

After the Second World War had ended, radar installations were built and the U.S. Air Force stationed fighter aircraft in Goose Bay to intercept any approaching enemy aircraft that were detected. During the 1960's, more modern jets could be stationed in the United States to intercept any invaders, and Goose Bay's military role began to change. It became the headquarters for a fleet of airtankers used for in-flight refuelling of military aircraft.

Goose Bay and Happy Valley continued to grow, and in 1973, they joined to form a larger community known as Happy Valley-Goose Bay.

One noticeable change in the community has been the number of people living there. The town has experienced periods of rapid growth, as well as periods of population decline. These changes are often directly related to the number of jobs in the community.

Another change related to people in the community is the growing number of residents who were born and raised in the town. In its early days, the town's population was made up almost entirely of people who had moved there from somewhere else. The population of Happy Valley-Goose

Bay was largely a transient one. Native people and settlers from different parts of Labrador, as well as people from other parts of Newfoundland, Canada and the world, came to the town. Very few working people were born in the town; most had moved into the area for employment reasons.

As the years passed, the number of people born and raised in the town steadily increased. Many people stayed for more than two or three years, making Happy Valley-Goose Bay their home. As a result, the population was much less transient; Happy Valley-Goose Bay became more of a permanent community than it had been in its early history. Today, the town is rapidly building a more permanent population.

Perhaps one of the most significant changes involves the withdrawal of most of the United States Air Force personnel. At one point in time, the military population and their families reached ten thousand. The significant reduction of personnel which was concluded in July, 1976, had an impact on many small businesses, and employment opportunities generally. This was important because it relates to a change in the community's dependence on the military and the airport.

This was the reason why the town was originally established. Over the years, the town's population grew.

As it did, the number of businesses and services centred in Happy Valley-Goose Bay also increased. The town became an important distribution centre for communities on the Labrador Coast. As well, a number of Government departments use Happy Valley-Goose Bay as their Labrador headquarters. This role, in effect, reduced the dependence of the town on the military and the airport as a source of employment. Thus the town was able to survive the military withdrawal.

In 1969, a woods operation employing hundreds of people was started in the area. Wood was cut and shipped to the Linerboard mill in Stephenville. The forestry work continued for only a short time after the American phase-out. It was very expensive to ship wood to Stephenville by boat, and this was one of the major reasons why the operation was shut down.

Again, as in the case of the American phase-out, the ever-broadening economic base of the community prevented the community from becoming a ghost town.

WHY DO PEOPLE LEAVE?

Many people have a strong desire to live near the area where they grew up. Thus, although many may spend a

number of years in a town like Happy Valley-Goose Bay, there is still the likelihood that they will move away when an opportunity arises which will allow them to settle permanently in the area of their choice. As the number of people born in the town increases, this factor may become less significant for the permanent population of the community.

Other important factors which contribute to people's desire to move out of the town include the high cost of transportation because of geographic and climatic conditions, higher cost of goods and services, and the unavailibility of goods and services that are often taken for granted in less isolated areas.

There are no roads or railways to other larger centres, so food and supplies are usually shipped in by boat. Lake Melville is usually closed to shipping from November to June because of ice, so goods must be stored for the winter. Shipping, handling and storage costs mean that people often pay more for things in Happy Valley-Goose Bay. Travel to and from the town often must be by air, which is very expensive.

Northwest River is the most distant place that is linked by a road to Happy Valley-Goose Bay for the entire year. In many other communities in the province, people don't have to work in the town where they live. These

people can often drive to work from their hometown. This is usually not the case in Happy Valley-Goose Bay. Northwest River is a very small community with few employment opportunities. People in Happy Valley-Goose Bay often have to leave the area in order to find work.

SUMMARY

Notwithstanding these apparent limitations, the area offers a number of benefits. Its geographic location and climate, which for some people are considered as a drawback, offer the sports and hunting enthusiast limitless opportunities. Snowmobiling, downhill and cross-country skiing, and ice-fishing are just a few of the outdoor activities that can be enjoyed during the long winters. The area also boasts two recreation centres, two ice-skating arenas, a bowling alley, curling club, swimming pool, and numerous softball fields. All in all, the town could be considered a sportsman's paradise, and a reasonable place to live.

Gradually, because of employment and leisure opportunities, the town has built a population of permanent residents who find life in the Labrador community enjoyable. Although many were not originally from the area, they have adopted it as their home, thus

making Happy Valley-Goose Bay an example of the "CHANGING PATTERN OF COMMUNITIES".

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APPENDIX E

RELATED RESEARCH ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the section entitled "RELATED RESEARCH ON HAPPY VALLEY-GOOSE BAY". Space is provided for any additional comments you may have.

This section is intended to be a resource in the development of a script for a filmstrip/audio-tape instructional package for Grade Five Social Studies students. It will also be included in the Teacher's Guide to the instructional package to assist in preparations for teaching the unit.

	strongly agree				strongly disagree
	1	2	3	4	5

1. The content is historically accurate.

1 (2) 3 4 5

2. The content is sufficiently complete for the purpose stated above.

1 2 (3) 4 5

3. The content is properly organized.

(1) 2 3 4 5

4. The content is clearly presented.

(1) 2 3 4 5

5. There is a need for this content to meet the purpose stated above.

(1) 2 3 4 5

ADDITIONAL COMMENTS

Please feel free to include any comments or suggestions which could be acted on by the developer to improve the section entitled "RELATED RESEARCH ON HAPPY VALLEY-GOOSE BAY".

Happy Valley is over 40 years old - many people have been born there. I believe you need to check your figures on permanent & transient residents. The missing element in your research is the cultural diversity of HV-GB (Inuit, Innu, settler, European, Canadian). The "native" element is quite significant and makes up the backbone of community spirit - Labrador Inuit

There is some foggyness on records, figures & time frame. I believe some attention should be directed at role of HV-GB as a commercial, administrative, transportation, & communication centre serving the Labrador Coastal Communities.

There are minor problems which can be corrected. Overall you have done a first rate job.

Tony Williamson

CONTENT SPECIALIST

EVALUATION BY CONTENT SPECIALIST

INSTRUCTIONAL MATERIALS ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the sections which constitute the instructional materials on HAPPY VALLEY-GOOSE BAY. Space is provided for any additional comments you may have.

These sections are intended to be a script for a filmstrip/audio-tape and a student booklet as part of an instructional package for Grade Five Social Studies students. The materials will be used with grade five students in a social studies unit entitled "The Changing Pattern of Communities".

	strongly agree				strongly disagree
	1	2	3	4	5
1. The content is historically accurate.	1	(2)	3	4	5
2. The content is sufficiently complete for the purpose stated above.	1	(2)	3	4	5
3. The content is properly organized.	(1)	2	3	4	5
4. The content is clearly presented.	(1)	2	3	4	5
5. There is a need for this content to meet the purpose stated above.	1	2	3	4	5

ADDITIONAL COMMENTS

Please feel free to include any comments or suggestions which could be acted on by the developer to improve the section entitled "RELATED RESEARCH ON HAPPY VALLEY-GOOSE BAY".

Although the military presence is of prime importance, I think there is an important element of the community not even indirectly related to military activity. There is an important function (Provincial govt departments, commercial enterprises, supplies, transportation companies, communications facilities) serving the needs of the north + south Labrador coast which is quite independent of military activity. I would suggest this aspect be included.

There is now a generation which has been born in HV-GB... I don't know the figures, but statistics Canada should have it. I'd suggest it is a significant number; many are the children of Labrador coast settler families.

Tom Williamson / Recently Director of the Labrador Institute of Northern Studies 1979-

CONTENT SPECIALIST

EVALUATION BY MEDIA SPECIALIST

INSTRUCTIONAL MATERIALS ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the sections which constitute the instructional materials on HAPPY VALLEY-GOOSE BAY. Space is provided for any additional comments you may have.

These sections are a filmstrip/audio-tape (including a script) and a student booklet as part of an instructional package for Grade Five Social Studies students. The materials will be used with grade five students in a social studies unit entitled "The Changing Pattern of Communities".

	strongly agree				strongly disagree
	(1)	2	3	4	5

1. The format is appropriate for the intended use.

(1) 2 3 4 5

2. The materials are sufficiently complete for the purpose stated above.

(1) 2 3 4 5

3. The materials are properly organized.

(1) 2 3 4 5

4. The materials are clearly presented.

(1) 2 3 4 5

5. There is a need for these materials to meet the purpose stated above.

(1) 2 3 4 5

ADDITIONAL COMMENTS

Please feel free to include any comments or suggestions which could be acted on by the developer to improve the instructional materials on HAPPY VALLEY-GOOSE BAY".

.....

MEDIA SPECIALIST

INSTRUCTIONAL MATERIALS ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the sections which constitute the instructional materials on HAPPY VALLEY-GOOSE BAY. Space is provided for any additional comments you may have.

These sections are a filmstrip/audio-tape (including a script) and a student booklet as part of an instructional package for Grade Five Social Studies students. The materials will be used with grade five students in a social studies unit entitled "The Changing Pattern of Communities".

	strongly agree				strongly disagree
	1	2	3	4	5

1. The materials are appropriate for the intended learners.

(1) 2 3 4 5

2. The materials are sufficiently complete for the purpose stated above.

1 (2) 3 4 5

3. The materials are properly organized.

1 (2) 3 4 5

4. The materials are clearly presented.

1 (2) 3 4 5

5. There is a need for these materials to meet the purpose stated above.

(1) 2 3 4 5

EVALUATION BY LEARNING SPECIALIST

ADDITIONAL COMMENTS

I feel the package is well done and organized fairly.

The students had no difficulty in understanding the concept of how the community has changed and how the role of the military has lessened, but at the same time has been replaced by other industries.

The slides & tape follow a good chronological sequence. (Too bad there could not have been some pictures of the town when it first started - the wilderness, the first houses, the beginnings of a town site etc.) This would really have shown how the pattern of settlement has grown & changed.

Some vocabulary words posed a minor problem (eg) role, occupation established, these needed some explanation.

A little more review at the end of presentation would help reinforce the concepts.

Other than these minor revisions the package is well suited for its purpose. It is very appropriate for grade 5 and there certainly exists a need for more material like this in the grade 5 Social studies programme.

R. John Piercey

Learning Specialist

EVALUATION BY LEARNING SPECIALIST

INSTRUCTIONAL MATERIALS ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the sections which constitute the instructional materials on HAPPY VALLEY-GOOSE BAY. Space is provided for any additional comments you may have.

These sections are a filmstrip/audio-tape (including a script) and a student booklet as part of an instructional package for Grade Five Social Studies students. The materials will be used with grade five students in a social studies unit entitled "The Changing Pattern of Communities".

	strongly agree				strongly disagree
	1	2	3	4	5

1. The materials are appropriate for the intended learners.

(1) 2 3 4 5

2. The materials are sufficiently complete for the purpose stated above.

(1) 2 3 4 5

3. The materials are properly organized.

(1) 2 3 4 5

4. The materials are clearly presented.

(1) 2 3 4 5

5. There is a need for these materials to meet the purpose stated above.

1 2 3 4 5

EVALUATION BY LEARNING SPECIALIST

ADDITIONAL COMMENTS

An excellent piece of work which was enjoyed by both the teacher + students. More presentations like these would be extremely useful where they deal directly with the text.

Some vocabulary words were unfamiliar to the students but they were motivated enough by the presentation to ask what they meant.

Congratulations on a great job!

Best Wishes in your endeavours.

Lorraine Muskell
Learning Specialist

Gr. 5

St. John Bosco School

INSTRUCTIONAL MATERIALS ON HAPPY VALLEY-GOOSE BAY

Please circle the number which best reflects your opinion for each of the statements about the sections which constitute the instructional materials on HAPPY VALLEY-GOOSE BAY. Space is provided for any additional comments you may have.

These sections are a filmstrip/audio-tape (including a script) and a student booklet as part of an instructional package for Grade Five Social Studies students. The materials will be used with grade five students in a social studies unit entitled "The Changing Pattern of Communities".

	strongly agree				strongly disagree
	1	2	3	4	5

1. The materials are appropriate for the intended learners.

(1) 2 3 4 5

2. The materials are sufficiently complete for the purpose stated above.

1 (2) 3 4 5

3. The materials are properly organized.

(1) 2 3 4 5

4. The materials are clearly presented.

(1) 2 3 4 5

5. There is a need for these materials to meet the purpose stated above.

1 (2) 3 4 5

EVALUATION BY LEARNING SPECIALIST

ADDITIONAL COMMENTS

The unit was well received by the studer
They enjoyed the slide/tape presentation and had
no difficulty with the booklet or questions

The children really don't have an understande
of the role the U.S. played in Nfld during WW 2.
This might be an area where the teacher could do
some additional work.

Evelyn Bennett
Learning Specialist

TO THE STUDENT

The unit that you have just finished on Happy Valley-Goose Bay is being prepared for use with grade five students throughout this province. You have helped by completing this unit.

I would like to know what you think about the materials. Please complete the short question sheet which follows.

Thank you very much for all your help.

Doug Young
Producer

		YES	N
1.	I would like to have more materials like those on HAPPY VALLEY-GOOSE BAY	☐	☐
2.	The unit was too long.	☐	☐
3.	The unit was too short.	☐	☐
4.	The unit was too difficult.	☐	☐
5.	The unit was too easy.	☐	☐
6.	I would like more time to study the community of Happy Valley-Goose Bay.	☐	☐
7.	I would like to be able to compare my community with Happy Valley-Goose Bay.	☐	☐
8.	I liked the slide-tape presentation more.	☐	☐
9.	I liked the booklet more.	☐	☐
10.	I liked everything about the materials.	☐	☐

SUMMARY OF RESPONSES

LEARNERS' EVALUATION OF MATERIALS

EVALUATION ITEM	% YES	% NO
1. I would like to have more materials like those on HAPPY VALLEY-GOOSE BAY	76%	24%
2. The unit was too long	13%	87%
3. The unit was too short	39%	61%
4. The unit was too difficult	12%	88%
5. The unit was too easy	33%	67%
6. I would like more time to study the community of Happy Valley-Goose Bay	63%	37%
7. I would like to be able to compare my community with Happy Valley-Goose Bay	78%	22%
8. I liked the slide-tape presentation more	72%	28%
9. I liked the booklet more	28%	72%
10. I liked everything about the materials	81%	19%