A REPORT ON THE DEVELOPMENT, TEACHING AND REVISION
OF A MULTIMEDIA PACKAGE CONSISTING OF 35MM. SLIDES,
AUDIOTAPE AND BOOKLET ENTITLED "TEACHING AND RESOURCES"
FOR USE IN THE PRESERVICE AND INSERVICE EDUCATION OF
CANADIAN TEACHERS IN THE UTILIZATION OF RESOURCE
CENTERS AT THE SCHOOL BUILDING LEVEL

WILLIAM GARY HOUSE
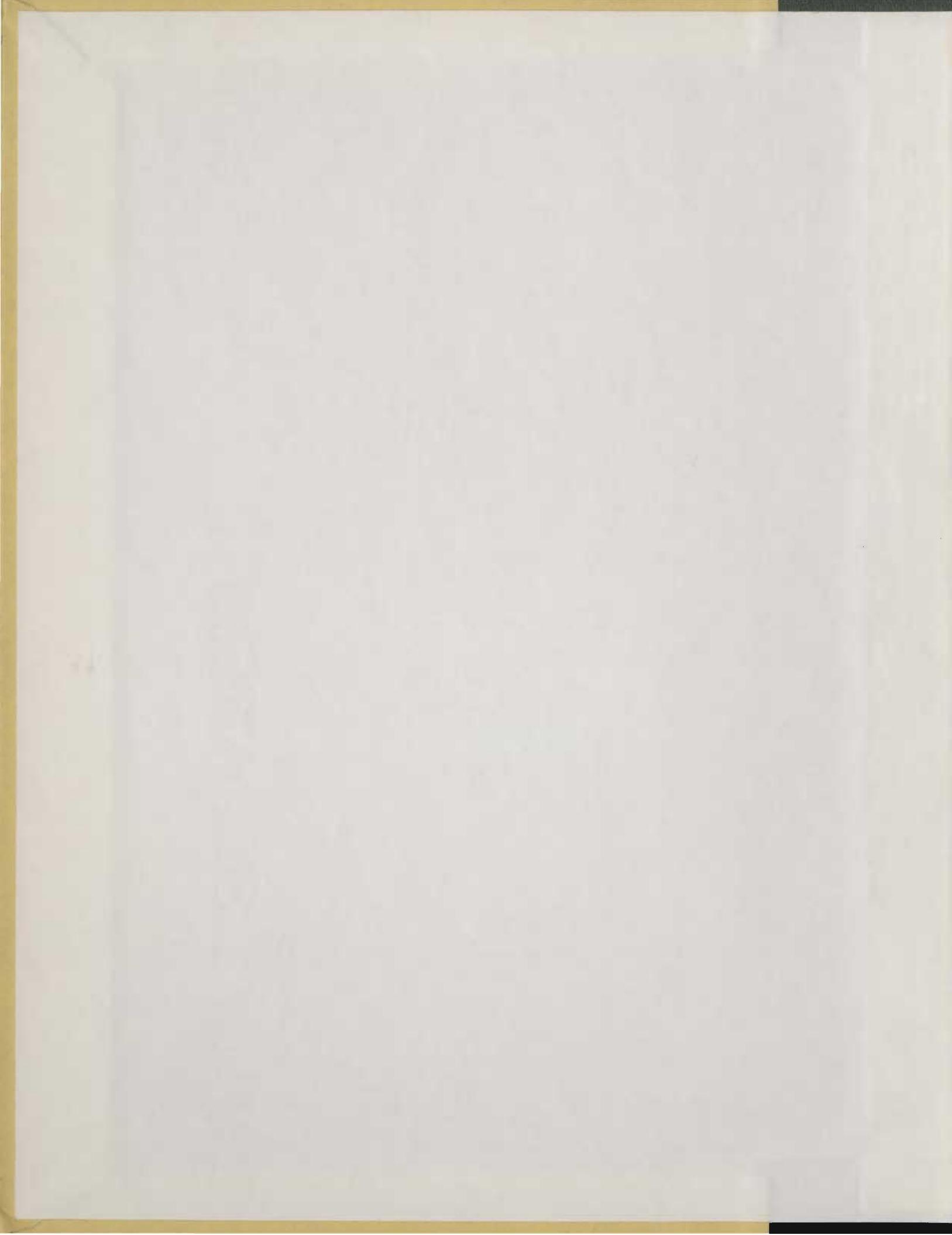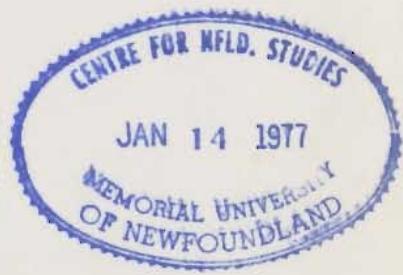
AUDIO-VISUAL PORTIONS OF THIS THESIS

1 CASSETTE AND 80 SLIDES,

ARE AVAILABLE FOR CONSULTATION AT

MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

(APPENDIX C)

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MULTMEDIA PACKAGE CONSISTING OF 35 MM. SLIDES, AUDIO-

TAPE AND BOOKLET ENTITLED "TEACHING AND RESOURCES" FOR USE

IN THE PRESERVICE AND INSERVICE EDUCATION OF CANADIAN

TEACHERS IN THE UTILIZATION OF RESOURCE CENTERS AT THE

SCHOOL BUILDING LEVEL.

by

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A Report submitted in partial fulfillment

of the requirements for the degree of

Master of Education

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ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION AND BACKGROUND

In recent years much has been written about the social implications of a world characterized by change. A child entering school today could be in the productive stages of his/her life in the middle of the twenty-first century. What kind of world will this be? Toffler (1970) describes a future with drastic changes in human relations and work patterns.

Education for the future

Toffler states that our present day schools are ineffective in preparing a child for the future, and unless steps are taken now to reduce the shock of a vastly different future world, the child's inability to 'cope' could result in disaster.

Future graduates from high school will face a world with unprecedented problems. Trump (1970) classifies these problems under six broad headings: the expansion of population, the burst of technology, the increased use of energy, the extension of knowledge, the rise of new nations and the world-wide rivalry of ideologies. According to Toffler, the extension of knowledge will be so great that by the time a child born today graduates from college, the amount of knowledge in the world will be four times the present level.

Toffler states that much of our present educational system has been developed to meet the needs of the industrial

society. He says that until recently this system of education
was somewhat effective, as children were educated to occupy
relatively fixed, known, and unchanging careers. Today,
however, educators must be concerned with preparing children
to live in a future that will be different in many fundamental
ways from the present.

According to Toffler, a prime educational objective must
be to increase the individual's "cope ability", that is, to
improve his/her ability to adapt to continual change. Educators
must become concerned with the future. What kinds of
vocational opportunities will be available in 50 years?
What ethical or moral problems or types of family relation-
ships will exist in the future world? We are in effect pre-
paring for the unknown as we can only speculate about the
kind of world today's child will eventually occupy.

Inadequacy of didactic teaching

Considerations concerning the future have many
ramifications for instructional design and curriculum develop-
ment in our schools. Many schools seem not to provide the
necessary learning experiences to prepare a child for life
(Trump, 1970). Many activities and practices common in our
schools are explainable only as an educational tradition or
as an administrative convenience and not as pedogogical tools.

One example of such activities and practices is the

lecture, a very common mode of instruction in our schools. Gagné (1965) says that this form of instruction can provide prompting and guidance to learning. Frequently, however, this is not the case as many students do not have the prerequisite knowledge; others are inattentive; and others may be bored. Dunn & Dunn (1972) explain such boredom by the fact that a child can think about 400 words or more a minute whereas a lecturer can speak only approximately 100 words in the same time. He says that this creates an uneven instructional contest in the favor of boredom, unless we allow the media-filled youngsters numerous opportunities to talk and teach (Dunn & Dunn, 1972).

In the lecture-centered classroom the main student activity is note taking. Gagné (1965) states that as far as anyone knows, this is an entirely useless activity quite unrelated to learning. He says that it is not sensible for us to assume that effective oral communication functions can occur from the teacher-log-student situation. A certain number of verbal chains may be acquired during the process of note taking and these could be recalled for examinations. However, this is about all which can be expected from this activity (Gagné, 1965).

According to Dunn & Dunn (1972), many of our schools operate with the fallacy that a class of 25 or more children can learn identical content in a specific period of time and that these children can absorb this content to the same depth.

Consequently, groups of students are presented with daily doses of encapsulated blocks of knowledge, governed only by their chronological age or their grades.

Dunn & Dunn state that children learn different amounts of content at different rates and at different times and that no two children have the same capacity to absorb details, concepts, and meaning. A child's enthusiasm for a given topic is governed by such factors as his background, his interest, and whether or not he wants to learn this information at the given time. Whereas it should be expected that each child learns something in a given situation, it should not be surprising that each child cannot and need not learn everything that every other child does. We need schools in which individual differences are not only accepted but encouraged and developed (Dunn & Dunn, 1972).

The textbook has had a long tradition in our schools. In many schools, a student's total experience with a particular subject in a given year is centered on one textbook. The text often determines the objectives, content and teaching sequence (Brown, Norberg, & Srygley, 1972). It is not uncommon for a teacher to occupy considerable class time reading from the testbook. In may cases to design and develop a curriculum means to choose a new text or to decide to omit or include different chapters in the textbook. Although a textbook is often biased, it is used in many schools as a

composite of official truths, subject neither to question nor interpretation. There is little evidence that the textbook will disappear from the school. Yet there is some indication it will lose much of its prominence as an instrument of instruction (Brown, Norberg, & Srygley, 1972).

In many classrooms the teacher is the center of activity. Dunn & Dunn (1972) say that this is associated with the fallacy that a great teacher must be an excellent actor or actress. In a teacher centered classroom all activity takes place at the front of the room in the form of teaching. Dunn & Dunn point out that the ability to act should not be considered a valid indication of a teacher's performance. "Even great actors and actresses find it difficult to compete successfully with life and television for children's sustained attention". (p. 26)

It is evident, then, that we need to re-evaluate some of our approaches to teaching methods. Dunn & Dunn warn against the bandwagon syndrome, that is, the practice of discarding one teaching method in preference for another. In other words, there is no value in throwing out everything to be replaced by something which may not be as good. Instead, we must carefully consider some of the current ideas regarding teaching methods and curriculum development as they apply to meeting the needs of the modern child (Dunn & Dunn, 1972).

Importance of the processes of learning

A primary consideration in deciding what the school

should be teaching is the relationship between content and process. Many of our schools are mainly concerned with content. Students spend a lot of time memorizing for examination purposes. High school teachers are sometimes given more prestige as teachers merely because they are teaching 'harder' subjects than the elementary school teachers. On the other hand, many of the new curricular projects, particularly in science, emphasize the importance of the process of learning.

Taba (1970) discusses the dual purpose of developing "disciplined habits necessary for the discovery of new knowledge in the field" and "the acquisition of the most useful fund of information possible of mastery within the limits of the available subject." (p. 173) Taba speaks of facts as "food for thought," as the materials from which to shape concepts and ideas. (p. 173) However, she stresses that all students should not have to learn the same content details. Also, the mastery of such information should not be the major focus of instruction.

Educators who are stressing the acquisition of content in school are faced with the frustration of choosing content which is most relevant to the child. The problem then arises that knowledge which is relevant today could be totally outdated by the time the child finishes school. Also, students generally retain but a fraction of the content acquired in a given school subject. Teachers will cite examples from their own experience of a student who is able

to recall a great deal of information for an examination and who fails a similar surprise examination two months later.

Trump (1970) says that the degree of retention is frequently related to the nature of acquisition. He says that students generally retain content which has been acquired through a combination of hearing, seeing, discussing, writing, feeling and doing. In other words, the manner in which knowledge is acquired is very important. Students must be able to evaluate critically what they are learning such that they can apply their knowledge to new problems.

Science is one example of a subject in which there has been as change in strategy. There was a time when the teaching of science in our schools consisted of memorizing segments of information which scientists had acquired. Today science educators are realizing that science is constantly changing as discoveries are being made. Therefore, students must appreciate the process by which scientific knowledge is acquired and realize that science does not provide plateaus of knowledge, but consists of a continual process of discovery.

Taba (1970) states:

> A different didactic is needed, one which keeps an active development of concepts, creative thinking, and the discovery methods in the foreground. These types of learning do not necessarily result from sheer presentation of content. One may learn descriptive facts by remembering what has been presented. But one certainly does not learn a way of deriving fundamental ideas or the way of applying these ideas to new problems by this method. To learn such ways demands some activity besides recall from the learner and techniques other than presenting materials from the teacher. (p. 180)

Trump (1970) says that a child needs to have a great deal of direct involvement with his own educational development. He should have a sense of responsibility regarding his own future. Trump goes on to point out that the education system should foster more independent study as students are given opportunities to pursue their own interests and to develop inquiring minds.

The role of students and teachers

More and more educators are becoming concerned about their students' individual differences. Most recognize the need for uniformity in the development of basic skills such as reading, writing, listening, viewing and speaking. But as students are able to advance in the use of these skills as tools of inquiry, they need programs which will take into account the differences among the students (Trump, 1970). Students have different aptitudes and abilities for different subjects. Also, they differ in their motivation, culture and needs. In addition, there are differences in learning styles. For example, some students learn best through visual experiences while others prefer the print medium (Dunn & Dunn, 1970).

Trump (1970) states that a student needs some freedom in school to study that which is important and useful to him. Trump supports the idea of giving students opportunities to work on projects which have been chosen by the teacher or the student. He says that teachers need to present material in

an open-ended manner such that students will be encouraged to question further information and arrive at some of their own conclusions.

Trump also discusses the role of the teacher in this context. In the present conventional school, the practice has been to assign a group of students to a teacher for one year. Trump says that this situation does not allow for any individual differences among teachers. Some teachers work better with small groups; others prefer to lecture to large groups. Also, this close relationship between a group of students and one teacher often subjects the student too heavily to the teachers individual bias, ideas, and principles.

Trump stresses the importance of a flexible school schedule. He states that students and teachers are often restricted as the curriculum is forced into rigid units of the school day. A flexible schedule would provide opportunities for large and small group instruction and independent study. Also, such flexibility would permit teachers to work in the instructional situation for which they are best suited (Trump, 1970).

Within such a school the teacher is occupied with more professional activities. Gagné (1965) describes the teacher as a "manager of learning" who sets up conditions so that learning occurs most efficiently. For example, he says, a teacher who would try to teach an entire topic with the same learning conditions for all students would be both

harmful and inefficient (Gagné, 1970). In this framework the teacher's role is altered from that of "transmitter of knowledge" to: (a) "diagnostician of individuals", (b) "prescriber of curriculum" and (c) "guide in the learning process". (Dunn & Dunn, 1970). Teachers must be relieved of their many clerical duties and their role of "babysitters" in order to spend more time with these professional activities (Trump, 1970).

The use of resources

In the traditional classroom the teacher is the child's main source of knowledge. However, in the role of a learning facilitator the teacher guides the child to utilize the multiple learning resources which are available today. As teachers become committed to enquiry based teaching methods, opportunities must be provided for students to use resources in an independent form of learning. The teacher's task is to diagnose the student's needs and to set specific learning object-ives, or to assist students in setting their own objectives. The student should then be given an element of freedom to use available resources to achieve these objectives.

Dunn & Dunn (1970) discuss the role of resources in this kind of teaching. They say that the role of media is changing from that of a supplement to that of a primary source of instruction. In this context the library or resource centre is no longer a storehouse of materials which are used almost as an

extracurricular activity. Rather, it becomes a vital learning
area of the school. The librarians or resource specialists
change from the role of 'stockroom clerk' to that of educator.
The person now spends far more time helping teachers plan
units of instruction which incorporate materials for use in
class and for follow-up work in the resource centre. The
resource specialists also serve on curriculum committees. In
other words, they play larger and quite specific roles in team
teaching, that of relating media to the curriculum.

The diffusion of such ideas among educational thinkers
has resulted in a concern for the development of libraries or
resource centres. New schools are being built with new
facilities, usually at the centre of the school in order to
facilitate effective interaction with other learning areas in
the school.

School boards and governments are becoming more committed
to these centres as money is being provided for resources
and salary units for resource specialists. In fact, the
allocation of a teacher salary unit to a resource centre
often results in a heavier teaching load for the other
teachers in the school.

Resource centres are being developed with a wide variety
of resources, from the traditional print medium to an assort-
ment of materials in new media. Basically the resource
centre is an instrument of organization, as materials are

processed so that they can be readily located and used by teachers and students.

Resources are not enough

The question remains, however, whether the cost of these facilities is justified by the contribution which they make to the educational development of school children.

Many of these facilities and resources are receiving limited use in school. A considerable number of teachers are still teaching with traditional methods, using few resources other than the text. Students continue to have little opportunity to do independent work as their activity is often restricted in a teacher centered classroom.

School boards are faced with the dilemma with respect to this problem. In may schools there is very little which can be done at the present time because of a lack of facilities. Yet in other schools which are equipped with a resource centre and a resource specialist, there is little evidence that many significant changes have taken place in the classroom. Therefore, it is questionable whether boards should continue to provide facilities which are not being used.

It is evident, then, that more than the presence of resources and a resource specialist is necessary if resource teaching is to become commonplace. Through inservice programs teachers should be made aware of the need and the means of changing methods of teaching that require resources.

CHAPTER 2

STATEMENT OF THE PROBLEM

There is need for an inservice program which will
stimulate resource teaching in schools. To be successful,
the program should have several characteristics. First,
it should be conducted over a period of time, giving
teachers time to evaluate and interpret the issues as they
are applied to the classroom. The program should be based on
the position that a committment to resource teaching does not
come in the form of a neat package which can be adapted in any
classroom. Instead, it is more a theoretical approach to
teaching which can be interpreted and adopted to various needs
and situations, governed by individual characteristics
pertaining to the teacher, the student, the community, grade
level and so forth.

Secondly, any changes in teaching methods should be
initiated by teachers; a directive from the School Board
regarding resource teaching is not sufficient. It is
necessary for teachers to desire change before it can be
introduced in the classroom.

Thirdly, the outcomes of the program should not be
limited to those that can be expressed strictly in behavioral
terms. Attitudinal and affective outcomes which might be
difficult to state behaviorally could be important objectives
of the program.

The design of a total inservice program in resource

teaching is beyond the scope of a project such as the one
herein reported. It was decided, therefore, to concentrate
on the initial stages of the program. There is a need to
have material to be used with groups as an introduction to
resource teaching. This material would present the relevant
issues in a concise package, giving factual information
regarding resources, resource centres, and resource specialists,
in addition to presenting information designed to stimulate this
kind of teaching.

The writer is not aware of any materials available on
the educational market which could be used for this purpose.
Hence, it was decided to develop and test these materials.

CHAPTER 3

PLANNING FOR THE PROJECT

The materials for this project were developed and evaluated in the schools of the Terra Nova Integrated School Board, Newfoundland.

During the planning of the project, a committee of local educators was chosen to help insure that the project would meet local needs. Each of the advisors had had considerable classroom experience. One was a high school resource specialist, another a high school English teacher and the third, a program co-ordinator for a school system. The committee were consulted at various stages during the development of the project for their comments and suggestions, expecially at the initial planning stages. Also, they were of assistance in setting up situations in their schools for slides to be taken.

The following plan for the development of the project was adopted:

1. Statement of objectives.
2. Description of audience
3. Description of strategies
4. Selection of medium
5. Preparation of materials
6. Evaluation and review

CHAPTER 4

DEVELOPMENT OF MATERIALS

The basic content of the material developed was originally prepared and presented by the writer to a group of school board supervisors in the form of a lecture. An intensive discussion followed and careful notes were taken. On the basis of this experience, a rough set of objectives was formulated, and these were discussed with the local committee. Suggestions and comments were noted and some changes were made.

Statement of objectives

General objectives

Short term. Teachers will examine their own teaching with respect to resource teaching as described in the report.

Long term. Teachers will change some of their teaching methods to accommodate more resource teaching.

Specific objectives

1. Teachers will see the need for children to develop skills of acquiring information and why it is important for schools to foster this principle.

2. Teachers will see that this could lead to alternatives to teaching totally by the lecture method.

3. Teachers will see the need for more resources in school to facilitate this kind of teaching - learning environment.

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4. Teachers will know that these resources include human and community resources as well as instructional materials in both print and non-print.

5. Teachers will appreciate the function of a resource centre as it relates to the classroom.

6. Teachers will become aware of the functions of the resource specialist and how these functions relate to those of the teacher.

Description of audience

It was intended that on occasion these materials would be used with groups of administrators. The administrator, once convinced of the value of the teaching strategy, can often promote change by his direction and leadership among a school staff.

Primarily, however, this presentation was meant to be used with groups of teachers, proferably from one school staff. It is hoped that the presentation will give the session an element of informality and honesty. Teachers are of prime importance here because only they can bring about direct change in the classroom through their own teaching methods.

Description of strategies

The inservice session should start with an introduction from the leader. The content of this introduction would

depend on such factors as previous staff experience with resource
teaching and whether or not the school has a resource centre
and/or resource specialist.

A presentation of the material would follow this
introduction. Following the presentation, there should be
time for an informal discussion. During the field test the
writer led this discussion with several comments (Appendix A,
Part III). An alternative would be to divide the group into
small groups to allow them to informally discuss the issues
that would be raised in the presentation. These groups
would be provided with the same list of comments for discussion.
Sample questions are also provided in the pamphlet (Appendix B).

At the end of the session the groups should come together
again with each group leader presenting a short description of
the basic points discussed in his group. An opportunity for a
general discussion should follow.

An important consideration is the length of time which will
be needed for the total presentation and discussion. Presented
in a standard staff meeting, it would be limited to
approximately one hour and a half as it would take place in
addition to the normal teaching day. As this usually would
not be long enough, it would be better to plan a half-day
inservice session. Also, such a session would generally be
more popular with teachers.

Selection of media

The next step was to select the specific media for the materials. A package consisting totally of print was rejected because the materials would be used primarily with groups. Yet, it was felt that some form of printed handout would be useful as a summary of the issues raised in the presentation.

It was decided that the materials would consist of an audio visual presentation and a pamphlet. The audio visual presentation would take the form of a slide/tape production. This medium was chosen because (a) it could be produced with relatively simple equipment, (b) it could eventually be developed into a filmstrip/tape production allowing it to be used in any school with available equipment, (c) it could be easily altered during the various stages of its development.

Motion film or videotape were not chosen because they are not easily edited once they have been produced. Also, in the case of videotape, appropriate equipment is not yet commonly available.

Preparation of materials

Storyboard. The first step was the preparation of a storyboard which consisted of making a rough sketch on index cards of the proposed content of the slide with the accompanying script.

A major difficulty encountered at this stage was the

presentation of the undesirable types of teaching without using real teachers. It was decided to solve this by using high school students dressed in academic gowns.

Before any slides were taken the storyboard was discussed with the local committee and some minor changes were made.

Slides. Most of the pictures were taken over a period of two months in the Terra Nova Integrated School District. Some were taken of normal school activities; others had to be posed after school hours.

The graphics were prepared by the writer and photographed at the Centre of Audio Visual Education, Memorial University. The graphics were photographed with Kodak Tungsten 125, and for the others, Ektachrome 160 slide film was used. These films were chosen because of their versatility and true reproduction of colors.

Sound Track. The original sound track was prepared at the Centre for Audio Visual Education using the writer as narrator. The sound mix was also produced there with an audio signal. This sound track was later dubbed onto a cassette at the Centre for Audio Visual Education.

Questionnaire. The questionnaire (Appendix A) was designed as an instrument to be used in a formal evaluation of the production. In Part I the respondent was asked to evaluate the technical quality of the production. In Part II the objectives of the production were presented and the respondent was asked to make an indication about the "validity" of the

particular objective. On reflection, it is believed that it would have been better not to use the word "validity" for, in fact, what was being asked was the extent to which the writer had been successful in achieving the various outcomes in the production. However, this point was made clear in the verbal instructions given prior to the distribution of the questionnaire.

Part III of the questionnaire was presented merely as a basis for some further thought and discussion. All the main issues that were raised in the slide-tape production have been presented in this part of the questionnaire.

Pamphlet. The pamphlet (Appendix B) was designed as a guide to the use of the materials. The last part of the pamphlet contains the same comments for discussion which are found in Part III of the questionnaire.

Evaluation and review

Informal. The production was first presented to a group of audio visual specialists consisting of district media consultants, a government consultant, and university media people. Following this, the production was presented to a high school staff. During the discussion period following these presentations, a number of comments were made about the production and these were carefully noted. In particular there was general agreement that the quality of the sound track was not adequate. Also, it was suggested that four or five or the slides be changed.

The slides in question were changed and a new sound track
was produced at the School Broadcasts Division of the
Department of Education. The script was not changed.

Formal. The production was next presented to two
elementary schools, another high school and a group of school
resource specialists. Each of these groups received the
questionnaire (Appendix A) which they were asked to return in a
few days. An analysis of the responses (Table 1) shows the
percentage of the respondents who considered the various

TABLE 1

TECHNICAL QUALITY OF PRODUCTION

Characteristics	N		Responses *				
			1	2	3	4	5
Slide	40	F	15	19	2	4	0
		%	37.5	47.5	5	10	0
Sound	39	F	18	18	1	1	1
		%	46.2	46.2	2.6	2.6	2.6
Script	40	F	9	23	2	6	0
		%	22.5	57.5	5	15	0
Sound/Slides	40	F	8	21	9	1	1
		%	20	52.5	22.5	2.5	2.5
General	39	F	11	22	4	2	
		%	28.2	56.4	10.3	5.1	

* Range of response is from 1 (excellent) to 5 (poor)

TABLE 2

THE SUCCESS OF THE LEARNING OUTCOMES

Learning Outcomes	N		Responses		
			Agree	Uncertain	Disagree
Need to develop skills of enquiry	41	F	36	5	0
		%	87.6	12.2	0
Alternatives to lecture method	41	F	37	3	1
		%	90.3	7.3	2.4
Need for more resources	41	F	37	2	2
		%	90.3	4.9	4.9
An awareness of various kinds of resources	41	F	35	6	0
		%	85.4	14.6	0
The function of a resource centre	41	F	37	4	0
		%	90.2	9.8	0
The function of a resource specialist	41	F	35	5	1
		%	85.4	12.2	2.4

aspects of the production to be good (1 or 2 on a 5 point scale) was in a range from 72.5 (sound/slide) to 92.4 (sound). Based on this evaluation of the technical quality of the production, it was decided to make no further technical changes.

The percentage of respondents who considered the presentation to be successful in obtaining the various outcomes (Table 2) was in a range from 90.3 (alternatives to lecture method, need for more resources) to 85.4 (awareness of various resources. It was decided, therefore, that no further revision was necessary.

CHAPTER 5

CONCLUSION

This production was designed, developed and evaluated as an instrument to promote resource teaching in school. As mentioned above, it can only serve as an introduction to an inservice program in this kind of teaching.

It is evident that it will take some time before resource teaching is commonplace in all schools. Yet as a result of the experiences obtained through the development of this project, the writer believes that its general acceptance is inevitable. In recent years the topic has been receiving widespread discussion in all sorts of educational literature. School Boards are becoming committed to the general philosophy of this kind of teaching. Also, the reactions to the ideas presented in the production were very positive during both the formal and informal field tests.

It is clear that programs should be introduced and existing programs continued which promote resource teaching in school. To be successful this promotion must consist of two dimensions: (a) the provision of more resources, (b) the committment on the part of teachers and administrators to resource teaching.

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APPENDICES

APPENDIX A

TERRA NOVA INTEGRATED SCHOOL BOARD

A questionnaire evaluating the production "Teaching and Resources", produced by G. House, Media Consultant.

Part I

Regardless of your training or experience in this area please indicate your reaction to the technical quality of this production, 1 being excellent, 5 being poor.

1. Slides (clarity, color, composition)   1 2 3 4 5

2. Sound (audibility, voice fidelity, music and sound
                                         effects)   1 2 3 4 5

3. Script (length, continuity, clarity of meaning)   1 2 3 4 5

4. Sound track/slides (How well do they complement each
                                         other?)   1 2 3 4 5

5. General Impression of technical quality of production 1 2 3 4 5

Comment _____

_____

_____

_____

Part II

This production has been designed primarily for teachers to be used in a workshop situation where there is ample opportunity for discussion following the presentation. The following are a list of some of the learning outcomes expected. Regardless of your personal feeling about these issues (Part III), please indicate in this section how successful you feel that this production will be in achieving some of these outcomes.

1. Teachers will see the need for children to develop skills of acquiring information and why it is important for schools to foster this principle.

   This is a valid learning outcome ____
   I am uncertain about the validity of this outcome ____
   This is not a valid outcome ____

-2-

2. Teachers will see that this could lead to alternatives to teaching totally by the lecture method.

    This is a valid learning outcome_____
    I am uncertain about the validity of this outcome_____
    This is not a valid outcome_____

3. Teachers will see the need for more resources in school to facilitate this kind of teaching - learning environment.

    This is a valid learning outcome_____
    I am uncertain about the validity of this outcome_____
    This is not a valid outcome_____

4. Teachers will be expected to know that these resources include human and community resources as well as instructional materials in both print and non-print.

    This is a valid learning outcome_____
    I am uncertain about the validity of this outcome_____
    This is not a valid outcome_____

5. Teachers will appreciate the function of a resource centre as it relates to the classroom.

    This is a valid learning outcome_____
    I am uncertain about the validity of this outcome_____
    This is not a valid outcome_____

6. Teachers will become aware of the functions of the resource specialist and how these functions relate to those of the teacher.

    This is a valid learning outcome_____
    I am uncertain about the validity of this outcome_____
    This is not a valid outcome_____

Part III

In this section please indicate how you feel about some of the points made in this production.

	Agree	Disagree
1. Due to technological innovations the environmental influences on a school child today are much greater than they were a number of years ago.	_____	_____

Comment _____

_____

_____

2. Children generally find the learning environment in many classrooms grossly different from what they have been accustomed to outside.

        Agree   Disagree

Comment _____

_____

_____

3. Due to the knowledge explosion and multiple career opportunities we can offer but a fraction of the information a child will need to know in order to survive in life.

Comment _____

_____

_____

4. If we are indeed preparing a child for the possibility of living in the year 2040, a presentation of a lot of facts will obviously not meet his needs.

Comment _____

_____

_____

5. Years ago a student in a remote community had access to very limited resources other than his teacher. Today this situation is drastically changed with the child being exposed to unlimited resources.

Comment _____

_____

_____

6. Education, as with other societal institutions, tries to perserve certain traditions which no longer have any relevance to our present needs.

Comment _____

_____

_____

Agree   Disagree

7. Children who are being taught totally by the
    lecture method are being subjected too heavily
    to the biases and opinions of one or two teachers.

    Comment _____

    _____

    _____

8. By necessity, due to changing teaching methods
    and different children, no two teaching years
    can be the same.

    Comment _____

    _____

    _____

9. One of the most valuable skills a child can gain
    in school is the ability to learn how to learn.

    Comment _____

    _____

    _____

10. Looking back on our own learning experiences we
    recall that we learned best when we were dir-
    ectly and actively involved during all the
    stages of our acquiring the information or skill.

    Comment _____

    _____

    _____

11. Teachers who wish to get involved with this kind
    of teaching as described in the production will
    need resources (human, community, instructional
    materials etc)

    Comment _____

    _____

    _____

12. The resource centre is necessary as a means of
    organizing all the various resources so that
    they may be immediately acquired.

    Comment _____

    _____

    _____

	Agree	Disagree

13. To be effective the materials in the resource centre must be chosen by teachers in the various curricular areas.

Comment _____

_____

_____

14. To be effective the resource specialist should be an experienced teacher who has acquired the basic skills to operate a functioning resource centre.

Comment _____

_____

_____

15. It is a waste of money to put learning resources in the school unless they are necessary because of the way teachers teach.

Comment _____

_____

_____

16. This kind of teaching is often more difficult than textbook teaching but in the long run it is worth it.

Comment _____

_____

_____

17. This kind of teaching should be introduced slowly to allow teachers and students time to adjust. Also it will take time to build up the necessary resources.

Comment _____

_____

_____

Appendix B

Teaching

and

Resources

"A Rationale For Resource Teaching"

By

W. G. House

Terra Nova Integrated School Board

1975

In many of our schools there is much talk about resource centres. Many schools have them; others are being planned. What is a resource centre? How does it relate to other learning areas in the school? What about the individual who works in the resource centre? Should he be a teacher or is a library clerk enough? There is also much talk about resources. Can we justify being given more materials if present resources are not being properly used in our schools?

The Production

This slide/tape production considers some of these questions. It has been designed as an instrument to be used with groups of teachers to stimulate some thinking in terms of a more open-ended approach to teaching methods. This would necessitate a more extensive use of resources on the part of the student and the teacher.

The production has been completed in partial fulfilment of the requirements for a Masters Program in Curriculum and Instruction at Memorial University of Newfoundland.

It should be noted that although most of the slides have been taken in schools of the Terra Nova Integrated School Board, they are not necessarily representative of any existing situation in these schools.

Outline of Content

A consideration of the needs of the modern child and the inability of many classrooms to meet these needs.

The important of the student centered classroom where the student is learning how to learn in addition to acquiring facts and skills.

The utilization of resources with respect to the classroom, the teacher, the resource centre and the resource specialist.

Suggestions for Use

This production can be used with teachers and administrators in one to two hour inservice sessions. The program could consist of and introduction followed by a presentation of the production and concluding with an informal discussion. Groups larger than ten could be divided into small discussion groups.

The following comments can be used as a basis for discussions:

1. Due to technological innovations the environmental influences on a school child today are much greater than they were a number of years ago.

2. Children generally find the learning environment in many classrooms grossly different from what they have been accustomed to outside.

3. Due to the knowledge explosion and multiple career opportunities we can offer but a fraction of the information a child will need to know in order to survive in life.

4. If we are indeed preparing a child for the possibility of living in the year 2040, a presentation of a lot of facts will obviously not meet his needs.

5. Years ago a student in a remote community had access to very limited resources other than his teacher. Today this situation is drastically changed with the child being exposed to unlimited resources.

6. Education, as with other societal institutions, tries to perserve certain traditions which no longer have any relevance to our present needs.

7. Children who are being taught totally by the lecture method are being subjected too heavily to the biases and opinions of one or two teachers.

8. By necessity, due to changing teaching methods and different children, no two teaching years can be the same.

9. One of the most valuable skills a child can gain in school is the ability to learn how to learn.

10. Looking back on our own learning experiences we recall that we learned best when we were directly and actively involved during all the stages of our acquiring the information or skill.

11. Teachers who wish to get involved with this kind of teaching as described in the production will need resources (human, community, instructional materials, etc.).

12. The resource centre is necessary as a means of organizing all the various resources so that they may be immediately acquired.

13. To be effective the materials in the resource centre must be chosen by teachers in the various curricular areas.

14. To be effective the resource specialist should be an experienced teacher who has acquired the basic skills to operate a functioning resource centre.

15. It is a waste of money to put learning resources in the school unless they are necessary because of the way teachers teach.

16. This kind of teaching is often more difficult than textbook teaching but in the long run it is worth it.

17. This kind of teaching should be introduced slowly to allow teachers and students time to adjust. Also it will take time to build up the necessary resources.

APPENDIX C

Slide/Tape Production

"Teaching and Resources"

Under separate cover