

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1970

A Study of the Use of Instructional TV Programs in Logan City and Cache County Schools 1969-1970

Gary R. Saville
Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Speech and Rhetorical Studies Commons](#)

Recommended Citation

Saville, Gary R., "A Study of the Use of Instructional TV Programs in Logan City and Cache County Schools 1969-1970" (1970). *All Graduate Theses and Dissertations*. 3276.

<https://digitalcommons.usu.edu/etd/3276>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



A STUDY OF THE USE OF INSTRUCTIONAL TV PROGRAMS IN
LOGAN CITY AND CACHE COUNTY SCHOOLS 1969-1970

by

Gary R. Saville

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Speech

Approved

UTAH STATE UNIVERSITY
Logan, Utah
1970

378.2
Ca 94

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	ii
LIST OF TABLES	iii
ABSTRACT	v
Chapter	
I. NATURE OF PROBLEM	1
II. REVIEW OF LITERATURE	3
III. METHODS AND PROCEDURES	8
IV. RESULTS AND INTERPRETATIONS	18
V. SUMMARY AND CONCLUSIONS	37
BIBLIOGRAPHY	39
APPENDIX	43

LIST OF TABLES

Table	Page
1. Teacher sample groupings	10
2. Years of teaching experience of interviewed teachers	13
3. Engineering Survey showing school television reception	14
4. Example of 1968-1969 Survey Data Chart	15
5. Program organization according to subject matter as set down by the Utah Network for Instructional Television	17
6. "Do you use Instructional Television programs in your classroom?" Question 1	19
7. "To use TV in your classroom do you?" Question 2	20
8. The number of teachers who use ITV compared with the avail- ability of TV sets. Questions 1 and 2 combined	20
9. "How many years of teaching experience have you had?" Question 3	21
10. "Have you had any formal training in the use of ITV?" Question 4	22
11. "Do you find the teacher guides useful?" Question 5	22
12. "Do you feel you have adequate time to prepare for ITV telecasts?" Question 7	23
13. "Do you prepare your students for the ITV programs that they are about to view?" Question 8	24
14. "Do you use follow-up materials after each ITV program?" Question 9	24
15. "What types of in-school programs would you prefer in the morning and afternoons?" Question 11	26
16. "How do your students react to ITV programs?" Question 12, Part A	27
17. "How do your students react to ITV programs?" Question 12, Part B	28
18. "How do your students react to ITV programs?" Question 12, Part C	29

Table	Page
19. "I feel that as a teaching tool ITV is." Question 13 . . .	30
20. "Do you think it would be advantageous to have your school record on video-tape the in-school programs to be played at your convenience?" Question 14	30
21. "Instructional television station A offers a limited number of in-school programs with a wide variety of times to view each program. Instructional television station B offers a wide variety of in-school programs with a limited number of times to view each program. Which of these two theories of in-school broadcasting would you prefer?" Question 15 . . .	31
22. Question 1 concerning use of ITV in the classroom compared with Question 3 concerning years of teaching experience	32
23. Question 4 concerning formal training of a teacher in the use of ITV compared with Question 3 concerning years of teaching experience	33
24. Question 7 concerning the teachers having adequate time to prepare for ITV compared with Question 3 concerning years of teaching experience	34
25. Question 8 concerning whether the teacher prepares the students for ITV programs compared with Question 3 concerning number of years of teaching experience	35
26. Question 9 concerning usage of follow-up materials after each ITV program is compared with Question 3 concerning number of years of teaching experience	35
27. Question 15 concerning the type of ITV programming preferred by the teachers compared with Question 3 concerning number of years of teaching experience	36

ABSTRACT

A Study of the Use of Instructional TV Programs in
Logan City and Cache County Schools 1969-1970

by

Gary R. Saville, Master of Science

Utah State University, 1970

Major Professor: Dr. Burrell F. Hansen
Department: Speech

A sampling of teachers from two school districts was interviewed to determine the amount of use and factors affecting utilization of ITV programs in the classroom.

The findings revealed a high percentage of teachers using ITV programs in their classes. Physical surroundings had the greatest influence on TV usage. Unavailability of TV sets and poor reception of the TV signal hamper teachers usage of ITV.

The teachers who used ITV incorporated the elements of pre-program preparation of the student: or what they were about to view and follow-up materials after the program.

Most of the teachers felt that ITV was moderately effective as a teaching tool.

CHAPTER I
NATURE OF PROBLEM

KUSU-TV has been broadcasting in-school (Instructional) television programs as a service to teachers and students of Cache Valley since 1963. For the past three years beginning with 1967 a survey of the teachers has been made to determine their use of ITV. Questionnaires were sent to all the teachers in the schools within the broadcast area of KUSU-TV. The surveys were designed to find out what in-school programs were being used by the teachers. When each one of these surveys was tabulated, some schools reported high usage of in-school programs, while, according to the author's own knowledge, some of the schools in question had no working television equipment. This information raised some doubts as to the validity of the surveys.

The questionnaire which was sent to the teachers was mainly concerned with reporting what programming the teacher used. The areas of how the teacher used in-school programs and what factors might have an effect upon the use of in-school programs were not explored in these surveys.

Purpose of the Study

This study sought to answer five major questions concerning usage of in-school programs by teachers in Cache Valley during the fall and winter of 1969-1970, and to make some comparisons with the previous years' studies. The five questions are as follows:

1. What comparisons can be made between the information gathered by the interviews and the yearly mail questionnaires?

2. What effect do the following factors have upon the teacher's usage of in-school programs:
 - (a) physical surroundings
 - (b) years of teaching experience
3. To what extent have teachers received formal training in the use of in-school TV programs?
4. To what extent are teachers utilizing in-school programs?
5. What are students' reactions to the in-school TV programs as observed and reported by their teachers?

CHAPTER II

REVIEW OF LITERATURE

The main purpose of the review of literature was to find methods of evaluating the teachers' utilization of in-school programs.

Definitions

In-school programs: The term in-school programs and instructional television are used interchangeably and have the same meaning. Jorgensen (1962, p. 2) says "instructional television" (ITV) is:

...applied to TV materials intended for direct instructional use on ETV (Educational Television), commercial television stations or via closed-circuit television. Instructional TV implies a degree of organization compatible with regular instruction schedules of schools and colleges and in addition tends to imply use of the telecast materials in the classroom either as complete lessons or supplementary materials.

TV usage: The extent or degree to which in-school programs are employed in the teaching of a subject by a teacher.

TV utilization: Refers to the quality of, and the methods employed in, using of televised in-school programs in the classroom.

Evaluative Procedures

Each different broadcasting organization appears to have its own method of evaluating use of its in-school programs. These broadcasting organizations can vary in size from a single station to a group of related countries. The International Exchange of Television Programs for Schools is an organization which sent out to fourteen European countries and Japan a survey concerning each ITV system. The survey was composed of open-ended questions covering the problems that face each

broadcaster in the different countries. The information that was obtained from the eleven countries that replied was useful in setting up guidelines in the areas of program exchanges, copyrights, and profit links between textbook publishers and program producers (Wykes 1966).

In the United States, ITV is generally organized by state or local school districts. In the state of New York, Lenihan and Henzel (1963) surveyed the in-school programming. He organized his survey in two parts. The first was a mail questionnaire sent to all public and private schools in the state to assess class audience size and characteristics of schools using ITV programs. The questionnaire was composed of fill-in-the-blank type and yes and no questions. A random sample of the returned questionnaires was evaluated. Lenihan concluded from the written questionnaires that ITV viewing is strongly related to the number of available television sets. The second part of the survey was a personal interview with key personnel such as teachers, principals, and ETV coordinators in random schools. This information was organized according to TV watchers or users and non-TV watchers. This New York survey was mainly concerned with the background of the teachers, the physical surroundings in relation to TV viewing and the individual program viewed.

Another state, Hawaii, recently evaluated its in-school programming. Dr. Ando (1967) gathered his data by personal interviews with the principals and ITV coordinators in each school in Hawaii. This questionnaire was designed around open-ended questions which covered mainly the background of the teachers in the school, the physical arrangements of the viewing of ITV and the number of individual programs viewed. Dr. Ando found, during the interviews, that principals and sometimes ITV

coordinators are not completely aware of what their teachers are doing in terms of ITV usage. When the information was evaluated it was found that physical arrangements for viewing ITV had a great influence on whether ITV was used or not, and that the background training of the teachers had some influence on their use of ITV in the classroom.

Concerning ITV in the Intermountain West, Tedd (1966) conducted a survey in the state of Utah. This survey was organized around a single questionnaire mailed to randomly selected schools and teachers throughout the state. The survey itself contained questions with yes-no responses. The purpose of this questionnaire was to determine the background and training of teachers, evaluation of in-school programs and the type of receiving equipment and quality of reception. The survey was sent to 25% of the schools in Utah. Only 50% of these were returned. Due to time limitations placed upon Mr. Tedd, and the low number of returned surveys, a complete coverage of the state was not accomplished. When the information was tabulated, only trends for certain parts of the state could be drawn. Two of the strongest trends were: (1) teachers in Utah are not trained in the use of ITV, and (2) physical arrangements have an effect upon the use of ITV.

The following year Watts (1968) conducted another survey in the state of Utah. The project was divided into four phases: Phase I, a total school questionnaire, Phase II, a random-sampling questionnaire, Phase III, small group interviews, Phase IV, school visits and observation. Phase I and II questionnaire was composed of fill-in-the-blank and check-appropriate-answer. Phase III comprised open-ended questions. Phase IV was based on a rating system of one to ten.

Watts (1968) tabulated the information gathered by the three different methods separately and made no comparison among the methods he used. He did find the interview method the most complicated to use but it did provide the greatest amount of information. This information gained from the interviews was in greater depth because it also recorded attitudes as well as raw data. One problem the author discovered in his written questionnaire was that it was too lengthy and this undoubtedly played a role in the brevity and lack of comments to some of the questions.

Watts collected an extensive amount of information concerning ITV usage and utilization. A few of his findings are that the major hindrance to effective usage of ITV is the inadequate number of TV sets in many of the schools. Also, in order for the in-school program to be effective, the teacher needs to spend more time in both previewing and follow-up activities.

For the past three years, KUSU-TV has sent mail questionnaires to all the teachers in the school districts which are within KUSU-TV's broadcasting area. The questionnaire was composed of two types of questions--check-appropriate-answer and fill-in-the-blank. The objective of this questionnaire was to determine which programs were used by the teachers. This questionnaire fulfilled its purpose. It provided considerable data on the specific in-school programs the teachers were using, and the extent of their use.

Many other writers not directly related with broadcasting facilities have set down guidelines or areas to consider when evaluating ITV, including Twyford and Doherty (1961) who discuss classroom size and make-up.

Guba (1961) discusses validity and bias, while Orr (1966) reviews direct observation and preparation of rationales.

All of the reports cited, except two, used only one method (either a written questionnaire or personal interview) of gathering information. Lenihan and Watts both used two or more methods of collecting their information.

The form of all the surveys varied slightly and so did a few of the minor goals of the surveys; but in general, all the surveys were concerned with the teachers' backgrounds, physical arrangements for use of ITV and program use and utilization.

Conclusion

The area of evaluating ITV utilization is a new field and many different methods of survey are still being tried. From this review of literature, three main methods of evaluating ITV viewing have become apparent. The methods are: (1) written questionnaire, (2) personal interview, and (3) observation.

This review of literature also showed that the authors were concerned with finding information about (1) teachers' backgrounds, (2) physical arrangements for use of ITV, (3) amount of program use, and (4) methods of utilization of ITV.

CHAPTER III
METHODS AND PROCEDURES

Sampling

KUSU-TV has, within its broadcast area, two school districts-- Logan City and Cache County. The Logan City School District is located within the boundaries of the city of Logan, Utah, and is comprised of seven elementary and two secondary schools. The Cache County School District includes all of Cache County outside Logan City. The County School District is comprised of eight elementary and three secondary schools.

A current listing of teachers was obtained from the Logan City School District and from the Cache County School District offices. The elementary teachers on each list were divided into groups according to the grade they taught. Each school district was treated separately. By the use of a random-number list, three teachers were selected from each elementary grade level (kindergarten through grade 6).

Next, these stratified lists of teachers were grouped according to the school at which each teacher taught. After examining the two listings it was noted that in some schools the teachers were not equally represented. For example, of the second grades to be interviewed, all came from the same school. Another factor that was discovered from this stratified list of teachers was that some schools in the higher income areas had more teachers represented than schools in the lower income areas. Not knowing the effects, if any, these two factors might have upon the findings, the author decided to compile an adjusted list of

teachers from the stratified list of teachers. This adjusted list was composed by eliminating one teacher from each grade according to the school at which he taught. The adjusted, stratified list gave each school nearly equal representation in the number of teachers to be interviewed and in the grades which these teachers taught (Table 1). Each school district had its own adjusted teacher list.

Table 1. Teacher sample groupings.

Logan City Schools									
School	K	1	2	3	4	5	6	Random Sample	Adjusted Sample
Adams	1	2	3	3	2	2	2	3	2
Ellis	1	2	2	2	2	2	2	3	2
Hillcrest	1	2	2	2	2	2	2	5	3
Riverside	1	1	0	0	0	0	0	1	1
Wilson	1	2	1	2	3	3	1	4	2
Woodruff	1	2	2	2	2	½*	½*	3	2
Edith Bowen	1	2	2	2	2	1	1	2	2
Total	7	13	12	13	13	10½	8½	21	14

Cache County Schools									
School	K	1	2	3	4	5	6	Random Sample	Adjusted Sample
Lewiston	1	2	2	2	3	3	2	3	2
Lincoln	1	3	3	3	3	2	3	4	2
North Park	1	2	3	3	2	2	2	2	1
Park	1	1	1	1	1	1	1	1	1
Providence	1	2	2	2	3	3	3	4	2
River Heights	1	1	1	1	1	1	1	2	2
Summit	2	4	4	3	3	3	3	3	2
Wellsville	1	2	2	2	2	2	2	2	2
Totals	9	17	18	17	18	17	16	21	14

**Grades combined and taught by team teachers

Questionnaire

The questionnaire was prepared by the author (sample questionnaire appears in the appendix) according to the four areas of research which appeared in the Review of Literature. These areas of research are: (1) years of teaching experience, (2) physical conditions related to ITV viewing, (3) program use, and (4) ITV utilization methods. The questions were of three types. The first were simple yes-no questions, the second were open-ended questions, and the third were value-judgment questions with a five-point range.

The questionnaire was pre-tested on seven teachers who were in the school districts but not found on the adjusted teacher sample list. As a result, the wording of some questions was changed to make the questions more understandable because of problems discovered during the pre-test.

The teachers who appeared on the final adjusted teacher list were contacted and interviewed by the author. The interviews took place in each teacher's classroom. The teachers were asked questions from a questionnaire and the author recorded the responses.

Statistical Analysis

When the interviews were completed, the findings were computed and expressed in terms of raw scores and percentages of the total of each sample.

Next, chi square measurements were computed for each question to determine significance of differences between the two school district samples. Finally, the two sets of samples were combined and expressed in terms of raw scores and percentages.

The questionnaires from both school districts were next organized according to the number of years teaching experience of each teacher. This was done in order to see if there appeared to be any correlation between years of teaching experience and amount of utilization of ITV. Three divisions, one to six years, seven to fifteen years, and sixteen to thirty-five years were decided upon. This breakdown gave each division an almost equal representation. Two of the divisions had ten teachers in each, and the third division was composed of eight teachers (Table 2).

Engineering Survey

In the spring of 1968 the engineering department of KUSU-TV (as part of a state-wide project) (Davis 1968) conducted a survey of the schools in both Logan City and Cache County School Districts. The survey was mainly concerned with problems some of the schools across the state were having in receiving ITV. This involved determining types of receiving equipment, types and numbers of TV sets, the strength of the television signal and many other technical aspects which would serve no importance in this research. There were two areas of concern in this present inquiry: (1) the strength of televised signal each school received since the strength of the signal would have a bearing on the quality of the picture received, and (2) the number of TV sets available to each teacher in the schools since the number of TV sets might be a factor that might have an effect upon TV usage (Table 3).

Table 2. Years of teaching experience of interviewed teachers.

Years	City Schools	County Schools	Totals	Group
1		1		
2	2			
3	2		10	A
4		1		
5	2	1		
6		1		
7	1	2		
8				
9	1			
10	2			
11	1	1	10	B
12				
13		2		
14				
15				
16		1		
17		1		
18				
19	2			
20		1		
21				
22				
23		1	8	C
24				
25	1			
26				
27				
28				
29				
30		1		
35				

Table 3. Engineering Survey showing school television reception.

Logan City				
School	Adequate TV Signal	Using ITV	No. of Sets	Distribution System in School
Adams	yes	yes	12	yes
Edith Bowen	yes	yes	8	no
Ellis	yes	yes	8	yes
Riverside	yes	yes	4	no
Wilson	yes	yes	6	yes
Woodruff	yes	yes	7	yes
Hillcrest	yes	yes	6	yes
Cache County				
Lewiston	yes	yes	2	no
Lincoln	yes	yes	3	no
Park	marginal	no	1	no
Providence	yes	yes	2	no
River Heights	yes	yes	3	no
Summit	yes	yes	6	no
Wellsville	yes	yes	3	no

Organization of 1968-1969 Survey

One of the main purposes of this study was to compare data gained from interviews by this author with data gained from the 1968-1969 written mail questionnaires. By comparing these two sets of data, it was hoped that information would be gained concerning the relative merits of the two types of surveys, written questionnaires versus personal interviews.

The raw data were collected from the 1968-1969 survey questionnaires (example of questionnaire is in appendix) and organized into charts. The charts were constructed so as to show each in-school program title and the number of times it was used by each grade level (Table 4).

Table 4. Example of 1968-1969 Survey Data Chart.

Grade Intended	Program	K	1	2	3	4	5	6	Total
1-2	All About You	0	19	19	3	0	1	1	43
4-6	Americans All	0	0	0	14	19	0	9	42
1-6	American Vignettes	0	1	1	1	7	6	6	22
			Value	Value	Rank				
				$\frac{\text{Value}}{\text{Total}}$					
	All About You		2	21.5	8				
	Americans All		3	14	12				
	American Vignettes		7	3.1	23				

Each in-school program total used, by all grades, was then tabulated. Next, each in-school program was assigned a value number. The value number was the total number of classes for which each individual program was designed. For example, the program This is Utah was designed just for the fourth grade classes, so this program was given a value number of one. The program What's New was designed for all grades, one through six. This program was given a value number of six. When the value number was divided into each program's total number of uses, this gave each program an equal standing in relation to the other programs. Now it was possible to rank the programs according to their use. Next, the programs were organized according to the subject matter as set down by the Utah Network for Instructional Television (Table 5). Each subject-matter division was then ranked according to the sum of each program's totals after they had been divided by each program's value number. The subject-matter division was used because each year, though individual programs might change, making direct program-to-program comparison impossible, comparisons between subject-matter divisions could still be made since they basically do not change.

Table 5. Program organization according to subject matter as set down by the Utah Network for Instructional Television.

Grade Intended	Programs of 1969-1970
<u>Art</u>	
K-3	Art: To See, To Do
<u>General Enrichment</u>	
1-6	Kultur Kaleidoscope
1-6	What's New
<u>Health & Physical Education</u>	
1-2	All About You
4-6	Physical Education
K-3	Physical Funness
<u>Language Arts</u>	
K-1	Listening With Lester
<u>Science</u>	
5-6	Exploring the World of Science
3	Science Corner
<u>Social Studies</u>	
1-6	American Vignettes
4-5	Geography
3	Let's Take a Field Trip
1-6	Moments in American History
4	This is Utah
4-7	Utah Glimpses
4-7	Utah In Perspective
4	Utah Your World

CHAPTER IV
RESULTS AND INTERPRETATIONS

The results of the interviews from Logan City Schools and Cache County Schools were tabulated separately. Chi square tests were then performed on each question to see if there were any significant difference between the Logan City and Cache County Schools. The chi square test showed no significant difference between the two sets of interviews. The results of the two interviews were then combined.

Combined Totals

According to the Engineering Survey (Table 3), the City Schools had a greater number of TV sets available to the teachers than did the County Schools. It was also found from the Engineering Survey that one of the County schools received only a marginal television signal. For this reason the school could not use ITV programs, while the rest of the schools received adequate TV signal and did use ITV. All schools were included in the interviews.

The data obtained from the interviews (Table 6) indicate the answers to Question 1.

As the data in Table 6 indicate, over half, 68%, of the teachers interviewed use ITV in their classrooms.

Table 6. "Do you use Instructional Television programs in your classroom?" Question 1.

	Logan City		Cache County		Combined Total	
Yes	10	71%	9	64%	19	68%
No	4	29%	5	36%	19	32%

One of the answers given most often as to why the teachers did not use ITV was that there was a lack of communication between the broadcasting station and the individual teacher. This lack of communication took two forms: one was printed materials from the station and the other was the lack of personal contact with someone from the station. During this year the broadcasting station did not have an in-school coordinator to work with the teachers. It was apparent that this lack was felt by the teachers.

Question 2 asked the teachers to describe the physical arrangements they had to make to use ITV in their classroom. The teachers responded to one of three possible answers:

- A. Have a set permanently in your room
- B. Have to move a set into your room
- C. Move to another room

The data for this question are recorded in Table 7.

In Table 7, the data show that in this sample 57% in Logan City had TV sets in the classroom, while in Cache County 28% had TV sets in the classroom. This is certainly a reflection of the fact that there

are more TV sets in the City Schools. However, when combined totals are considered, half of all the teachers, 50%, have to move a TV set into their own room.

Table 7. "To use TV in your classroom do you?" Question 2.

	Logan City		Cache County		Combined Total	
A	8	57%	4	28%	12	43%
B	6	43%	8	57%	14	50%
C	0		2	14%	2	7%

Table 8 presents data from Questions 1 and 2 compare the number of teachers who use ITV with the availability of TV sets to the teachers.

Table 8. The number of teachers who use ITV compared with the availability of TV sets. Questions 1 and 2 combined.

	Uses ITV		Does Not Use ITV		Combined Total	
A	9	32%	3	11%	12	46%
B	10	35%	4	14%	14	50%
C	1	3%	1	3%	2	7%

In Table 8 the data indicate that three-fourths of the teachers who have TV sets in their room do make use of them. The three teachers who did not use the TV sets that were in their rooms all said that they did use ITV last year, but they gave no reason for not using it this year.

The teachers who have to share a TV set, 35%, use ITV while 14% did not. The teachers who had to move their class to another room, 3%, use ITV and the same number did not use ITV.

Question 3 is concerned with the number of years of teaching experience the teachers have had. These data are found in Table 9.

Table 9. "How many years of teaching experience have you had?"
Question 3.

	Logan City	Cache County	Combined Total
Average Number of Years	9.3	12.7	11.0

The data in Table 9 show that the city schools had more teachers with less experience in teaching on the average (9.3 years) while the county schools had the teachers with the most experience (12.7 years).

Table 10 examines the area of formal training of teachers in the use of ITV as stated in Question 4.

Table 10. "Have you had any formal training in the use of ITV?"
Question 4.

	Logan City		Cache County		Combined Total	
Yes	3	21%	4	28%	7	25%
No	11	78%	10	71%	21	75%

From the data in Table 10 it can be noted that 75% of the teachers have had no formal training in the use of ITV.

It is interesting to note that 68% of the teachers use ITV though only 25% have had formal training in the use of ITV. This area of formal training is further examined in Table 23.

Question 5 deals with the usefulness of the teacher program guides. These data are shown in Table 11.

Table 11. "Do you find the teacher guides useful?" Question 5.

	Logan City		Cache County		Combined Total	
Yes	12	86%	12	86%	24	86%
No	2	14%	2	14%	4	14%

The data in Table 11 indicate that 86% of the teachers found the teacher guides useful, while 14% did not. Two of the four teachers who responded negatively also stated that they did not use ITV in their classes. Most of the teachers felt that the teacher guides were useful to themselves in using ITV.

The next three questions dealt with the teachers' utilization of ITV. Question 7 asked whether the teachers had adequate time to prepare for ITV programs. The information from this question is shown in Table 12.

Table 12. "Do you feel you have adequate time to prepare for ITV telecasts?" Question 7.

	Logan City		Cache County		Combined Total	
Yes	7	50%	8	57%	15	54%
No	2	14%	2	14%	4	14%
Sometimes	5	36%	4	28%	9	32%

In Table 12 the data indicate that over half, 54%, of the teachers felt that they had adequate time to prepare for ITV telecasts. Even 32% indicated that they sometimes had preparation time. This question is also re-examined in Table 24.

The next table, Table 13, shows that data collected from Question 8 concerning teachers' preparing of the students for ITV telecasts.

Table 13. "Do you prepare your students for the ITV programs that they are about to view?" Question 8.

	Logan City		Cache County		Combined Total	
Yes	12	86%	11	78%	23	82%
No	0		1	7%	1	3%
Sometimes	2	14%	2	14%	4	14%

In Table 13 the data indicate that of the teachers interviewed 82% reported that they did prepare their students for ITV programs. It is of interest to note that 54% of the teachers said in Table 12 that they had adequate time to prepare, while 82% did actually prepare their students for ITV programs. This question is discussed again in Table 25.

Question 9 deals with the teacher's using follow-up materials after an ITV telecast. Table 14 shows the response to this question.

Table 14. "Do you use follow-up materials after each ITV program?" Question 9.

	Logan City		Cache County		Combined Total	
Yes	11	78%	12	86%	23	82%
No	1	7%	0		1	3%
Sometimes	2	14%	2	14%	4	14%

Table 14 shows that 82% of the teachers did use follow-up materials after each program. After a close examination of the raw data, the same teachers who answered yes or sometimes that they prepared before a telecast (Table 13) also said they use follow-up materials after each program. This accounts for the same totals and percentages in these two questions.

When the teachers were asked in Question 10 what they did during the ITV telecasts, 100% responded that they view the program with their classes and take notes. When the author asked what kind of notes the teachers were taking, they answered that they were of materials to use during the follow-up time after the program.

Table 15 records the data gathered from Question 11. The teachers were asked what types of programs they would prefer in the morning and in the afternoon.

Table 15. "What types of in-school programs would you prefer in the morning and afternoons?" Question 11.

Program	Morning	Afternoon
Art	2	5
General Enrichment	0	1
Health, P.E.	4	7
Language Arts	2	0
Literature	5	4
Music	1	4
Science	4	7
Social Studies	6	4
Math	1	0
All	1	3
Doesn't Matter		7

The data here suggest that teachers preferred having nonactive subjects such as language arts, literature, and math in the mornings. During the afternoon hours the teachers preferred active subjects such as music, physical education, art, and science. Of the teachers who responded to this question, seven stated that it did not matter when the programs played. The teachers who wanted all the programs either in the morning or afternoon usually taught classes that were held for only half a day.

The next question, Question 12, was composed of three parts. The

main purpose of this question was to try to determine how students reacted to the ITV programs they viewed. The teachers were asked to judge on a five-point scale the student's reaction in the areas of motivation, interest, and enjoyability. The data for the first part of this question are shown in Table 16.

Table 16. "How do your students react to ITV programs?" Question 12, Part A.

	Logan City		Cache County		Completed Total	
Highly Motivated	1	7%	4	28%	5	18%
Quite Motivated	6	43%	8	57%	14	50%
Sometimes Motivated	7	50%	2	14%	9	23%
Tends to Discourage Activities	0		0		0	
Completely Discourages Activities	0		0		0	

In Table 16 the data show that a total of 18% of the teachers felt that their students were highly motivated, while half, 50%, of the teachers interviewed responded to "quite motivated," and 23% said "sometimes motivated." This data gives the impression that the teachers feel that their students are being motivated by ITV programs.

The second part of Question 12 refers to whether the students find the ITV programs enjoyable. Table 17 records the data.

Table 17. "How do your students react to ITV programs?" Question 12, Part B.

	Logan City		Cache County		Completed Total	
Highly Enjoyable	3	21%	3	21%	6	21%
Enjoyable	8	57%	8	57%	16	57%
Acceptable	2	14%	3	14%	5	18%
Dislike	1	7%	0		1	3%
Highly Dislike	0		0		0	

In Table 17 the data indicate that 21% of the teachers felt their students found ITV programs highly enjoyable. Another 57% reported that their students found ITV enjoyable. Another 18% responded to acceptable. One teacher, 3%, felt the students dislike ITV programs and did not give any reason for this statement. It would seem logical that students would pay closer attention to and receive more information from ITV lessons that they found enjoyable.

Part three of Question 12 dealt with the interest shown in ITV programs by the students. These data are compiled in Table 18.

The data in Table 18 indicate that 21% of the teachers felt the students were very interested in ITV programs. Another 64% responded to interested, while 11% of the teachers answered with an acceptable.

The same teacher responded in Table 17 to the students' disliking ITV as did in Table 18 to the students' being disinterested with ITV. She does state that she uses ITV in her classes.

Table 18. "How do your students react to ITV programs?" Question 12, Part C.

	Logan City		Cache County		Completed Total	
Very Interested	2	14%	4	28%	6	21%
Interested	8	57%	10	71%	18	64%
Acceptable	3	21%	0		3	11%
Disinterested	1	7%	0		1	3%
Bored	0		0		0	

The data in this table reveal that according to the teachers the students show a high degree of interest in ITV programs.

In Question 13 the teachers were asked how they felt about ITV as to its effectiveness as a teaching tool. The teachers' responses are recorded in Table 19.

In Table 19 the data show that 28% of the teachers feel that ITV is extremely useful. Teachers answering to "quite useful" number 39%. Another 21% found ITV "moderately useful," while 7% found it "sometimes useful." One teacher, 3%, who stated she did not use ITV found its usefulness to be inadequate.

It appears from this information that the teachers had a high opinion of ITV as an effective teaching tool.

Table 19. "I feel that as a teaching tool IIV is." Question 13.

	Logan City		Cache County		Completed Total	
Extremely Useful	5	36%	3	21%	8	28%
Quite Useful	3	21%	8	57%	11	39%
Moderately Useful	4	28%	2	14%	6	21%
Sometimes Useful	2	14%	0		2	7%
Inadequate	0		1	7%	1	3%

Table 20 represents the data received to Question 14 concerning the teachers' opinions on recording in-school programs to be played at the teachers' convenience.

Table 20. "Do you think it would be advantageous to have your school record on video-tape the in-school programs to be played at your convenience?" Question 14.

	Logan City		Cache County		Combined Total	
Yes	9	64%	11	78%	20	71%
No	3	21%	2	14%	5	18%
Doesn't Matter	2	14%	1	7%	3	11%

The data in Table 20 indicate that 71% of the teachers were in favor of using pre-recorded video taped programs in their classes, while 18% replied "no," and 11% stated that it did not matter. Of the 18% who answered negatively, most were women teachers; and they stated that they were not handy with mechanical equipment and did not want this type of machinery in their classroom.

The last question asked the teachers to choose from two ITV stations, each offering a different concept of instructional programming. The finding to this question is recorded in Table 21.

Table 21. "Instructional television station A offers a limited number of in-school programs with a wide variety of times to view each program. Instructional television station B offers a wide variety of in-school programs with a limited number of times to view each program. Which of these two theories of in-school broadcasting would you prefer?" Question 15.

	Logan City		Cache County		Completed Total	
A	8	57%	8	57%	16	57%
B	6	43%	6	43%	12	43%

In Table 21 the data show that 57% of the teachers prefer Station A, while Station B received 43% of the teachers' responses. It would appear that the teachers would prefer fewer programs with more times available to view each program.

Years of Teaching Experience Totals

The combined totals were reorganized according to the number of years of teaching experience the teachers had. Questions in the interview in which years of teaching experience would seem to have no effect were left out. For ease in reading, the teachers who have taught one to six years are called Group A, with seven to fifteen years experience called Group B, and sixteen to thirty-five years experience called Group C.

Question 1 concerning actual use of ITV in the classroom was tabulated with Question 3 concerning years of teaching experience. The finding of these two questions appears in Table 22.

Table 22. Question 1 concerning use of ITV in the classroom compared with Question 3 concerning years of teaching experience.

	1 - 6 years A	7 - 15 years B	16 - 35 years C
Yes	5 18%	9 32%	5 18%
No	5 18%	1 3%	3 11%

In the preceding table the data indicate that Group B with 32% has the highest amount of ITV usage. Groups A and C were tied with 18% each.

Table 23 is composed of Question 4 regarding the amount of formal training in ITV and Question 3 regarding years of teaching experience.

Table 23. Question 4 concerning formal training of a teacher in the use of ITV compared with Question 3 concerning years of teaching experience.

	1 - 6 years A	7 - 15 years B	16 - 35 years C
Yes	1 3%	2 7%	4 14%
No	9 32%	8 28%	4 14%

The data in Table 23 show that Group C had the highest amount of training, 14%, while Group B had 7% and Group A, 3%.

One possible answer for the apparent rise in formal training in relation to the increased years of teaching experience is that teachers who are just starting their teaching are usually not required to take courses in ITV while in college. At regular intervals, teachers are required to return to college for additional courses in order to keep their teaching certificate valid. It could be during this additional course work that the older teachers are receiving formal training in ITV.

When Question 7 concerning the teachers' having adequate time to prepare for ITV is compared to Question 3 concerning the number of years of teaching experience, the finding can be found in Table 24.

Table 24. Question 7 concerning the teachers having adequate time to prepare for ITV compared with Question 3 concerning years of teaching experience.

	1 - 6 years A	7 - 15 years B	16 - 35 years C
Yes	7 25%	4 14%	4 14%
No	3 11%	1 3%	0
Sometimes	0	5 18%	4 14%

In Table 24 the data indicate that Group A was the highest with 25% of the teachers responding that they had adequate time to prepare. When the "sometimes" responses (of which Group A had none) are added to the "yes" responses, all three groups became about equal with 28% each. The data imply that years of teaching experience has little effect upon having adequate time to prepare for ITV telecasts.

Table 25 contains Question 8 concerning whether the teacher prepares the student for ITV programs and Question 3 concerning number of years of teaching experience.

The data in Table 25 indicate that Group A was the highest with 36% of the teachers responding that they do prepare their students. Group B with 21% and Group C with 25% were almost tied. More research would be needed to determine if years of teaching experience really had an effect upon Group A. From these data it appears years of teaching experience might have a negative effect on teachers' preparing students for ITV viewing.

Table 25. Question 8 concerning whether the teacher prepares the students for ITV programs compared with Question 3 concerning number of years of teaching experience.

	1 - 6 years A	7 - 15 years B	16 - 35 years C
Yes	10 36%	6 21%	7 25%
No	0	1 3%	0
Sometimes	0	3 11%	1 3%

Question 9 concerning the use of follow-up materials after an ITV program is compared with Question 3 concerning years of teaching experience. The findings are recorded in Table 26.

Table 26. Question 9 concerning usage of follow-up materials after each ITV program is compared with Question 3 concerning number of years of teaching experience.

	1 - 6 years A	7 - 15 years B	16 - 35 years C
Yes	8 28%	9 32%	6 21%
No	0	0	1 3%
Sometimes	2 7%	1 3%	1 3%

In Table 26 the data indicate that Group A, 28%, and Group B, 32%, are extremely close in the number of yes responses made by the teachers.

However, Group C, 21%, is still lower in its yes response than the other two groups. It appears from these data in Table 26 that the teacher with the most years of teaching experience (Group C) fails to follow-up ITV programs as often as teachers with fewer years of teaching experience (Groups A and B).

The last question is on the interview concerning the type of ITV programming as compared with Question 3 concerning the number of years teaching experience. The findings are recorded in Table 27.

Table 27. Question 15 concerning the type of ITV programming preferred by the teachers compared with Question 3 concerning number of years teaching experience.

	1 - 6 years A		7 - 15 years B		16 - 35 years C	
Type A	7	29%	5	18%	4	14%
Type B	3	11%	5	18%	4	14%

In Table 27 the data show that Group A, 25%, prefers fewer programs with more times to view each program. Group B, 8%, and Group C, 14%, have the same number of responses for both types of programming. It appears from these data that the number of years of teaching experience has little, if any effect on teachers' preference to types of ITV programming.

CHAPTER 5
SUMMARY AND CONCLUSIONS

This research was designed to derive answers to five main questions about the use of ITV in Cache County and Logan City School Districts during fall and winter 1969-1970.

1. What comparisons can be made between the information gathered by interview and the two annual mail questionnaire surveys?

The findings showed that the written questionnaire agrees with the information gathered by personal interview. The interview method, however, gave much more information in detail and depth. Also, the interview method gives more insight into the teacher's feelings and attitudes toward ITV. It would appear, however, that the mail questionnaire gave quite reliable information in teacher's usage of ITV programs.

2. What effect do the physical factors have upon the teacher usage of in-school programs?:
 - A. Physical surroundings have the greatest influence on TV usage. Unavailability of TV sets hampers the teacher's use of ITV. The quality of reception also has an effect on ITV usage.
 - B. Years of teaching experience has no apparent effect on the use of ITV.
3. To what extent have the teachers received formal training in the use of in-school programs?

The total number of teachers who had formal training was extremely low. The findings showed that as the number of years of teaching experience increased, so did the amount of formal training.

4. To what extent do teachers utilize in-school programs?

The teachers are using ITV programming and are incorporating the elements of pre-program preparation of the students for what they are about to view and using follow-up materials. Most of the teachers feel that ITV is moderately effective as a teaching tool.

5. What are students' reactions to the watching of in-school programs as observed and reported by their teachers?

The teachers reported that the students found ITV interesting, enjoyable and motivating.

This research also showed that the lack of personal contact between the individual teachers and the broadcasting station has an effect upon the teachers' usage of ITV.

Suggestion for Further Research

1. To survey the students and determine their reactions and feelings concerning the methods their teachers use to prepare for and follow-up ITV programs.

2. To conduct another mail questionnaire in the spring of 1970 and compare the findings with this study to further establish trends and conclusions.

3. To conduct further research into the area of formal training of teachers in the use of ITV, and to determine why the amount of formal training increases as the teacher's years of experience increase.

BIBLIOGRAPHY

- Ando, Dr. Richard E. 1967. Usage and Utilization of School Television 1966-1967. Hawaii State Department of Education, Honolulu, Hawaii. 40 p.
- Bronson, Vernon. 1966. Cooperative Instruction by Television in the Schools of American Samoa. National Association of Educational Broadcasting, Washington, D.C. 23 p.
- Central Office of Information. 1957. Educational Television in Britain. British Information Services, London. 11 p.
- Colle, Royal D., and Robert S. Albert. 1958. College Teachers Attitudes Toward Closed-Circuit Television Instruction. Audio-Visual Communication Review 6(2):116-123.
- Comstock, George, and Nathan Maccoby. 1966. The Peace Corps Educational Television Project in Colombia. Institute for Communication Research, Stanford University, California. 85 p. November.
- Davis, Milton. 1968. Report on Utah School Television Signal Reception. Utah Joint Committee on Educational Television, Salt Lake City, Utah. 41 p.
- Finn, James D. 1953. Television and Education: A Review of Research. Audio-Visual Communication Review 1(2):106-126.
- Fritz, John O., and Byron G. Massailas. 1964. Instructional Television and the Classroom Teacher. Audio-Visual Communication Review 12(1):5-15.
- Greenhill, L. P., and C. R. Carpenter. 1956. Further Studies of the Use of Television in University Teaching. Audio-Visual Communication Review 4(3):200-215.
- Gork, Edward R. 1961. A Comparative Study of Selected Elementary School Teachers and Administrators Attitudes Toward ITV Programs and Related Problems. Ph.D. Dissertation. Michigan State University, East Lansing, Michigan. 148 p. (Original not seen; abstracted in Dissertation Abstracts 22:1883. November-February 1961-1962.)
- Guba, Egon G. 1961. Measuring the Effectiveness of Instructional Television. Educational Research Bulletin 40:153-161.
- Guba, Egon G., and Clinton A. Snyder. 1965. Instructional Television and the Classroom Teachers. Audio-Visual Communication Review 13(1):5-27.

- Gunn, John M., and Arthur A. Delaney. 1963. Attitudes of 100 Teachers Toward ETV. *Journal of Broadcasting, California Association of Professional Broadcasting Education* 8(1):45-51.
- International Center Institute for Youth and Educational Television. 1966. *Instructional Television in Germany, Berlin, Germany*. 31 p.
- Japan Broadcasting Corporation. 1966. *Educational Broadcasting of NHK. Tokyo*. 46 p.
- Jorgensen, Dr. Erlings. 1962. *TV for Montana Education*. Montana State University, Missoula, Montana. 72 p.
- Kanner, Joseph H., and Richard P. Runyon. 1955. Television as a Training and Educational Medium. *Audio-Visual Communications Review* 3(3):163-172.
- Kumata, Hideya. 1956. *An Inventory of Instructional Television Research*. University of Illinois, Urbana, Illinois. 155 p.
- Lenihan, Kenneth J., and Herbert Henzel. 1963. *The Utilization of Classroom Television*. Columbia University, New York, New York. 234 p.
- Maz, Veronica. 1962. The Hagerstown Project. *The Journal of Social Issues* 2:43-49.
- Office of Reports. 1959. *Teaching by Television: A Report from the Ford Foundation and the Fund for the Advancement of Education*. Ford Foundation, New York, New York. 90 p.
- Orr, David B. 1966. The Evaluation of Televised Instruction. *Audio-Visual Communication Review* 3(3):363-370.
- Patron, Josefina Salderille. 1965. *Teacher Opinions Concerning Some Aspects Related to Classroom Utilization of Instructional TV with Suggestions for Teachers Preparations in This Area*. Ph.D. Dissertation. Indiana University, Bloomington, Indiana. 176 p. (Original not seen; abstracted in *Dissertation Abstracts* 25:7101-7102. May-June 1965.)
- Sanford, Fillmore. 1964. *Teaching on Television*. National Association of Educational Broadcasting *Journal* 23(2):18-20. March-April.
- Silagy, Dezo Vincent. 1961. *A Critical Analysis of Attitudes of Selected Elementary Students Toward TV Teaching in Detroit Television Teaching Project*. Ph.D. Dissertation. Wayne State University, Detroit, Michigan. 196 p. (Original not seen; abstracted in *Dissertation Abstracts* 22:128-129. July-October 1961.)

- Stewart, David C. 1955. In-School Television: The Experts Report. The Journal of the Association of Educational Radio and Television 15(2):21-24.
- Stewart, David C. 1956. School Telecasting, A Report. The Journal of The Association of Educational Radio and Television 15(6):10-14.
- Tarbet, Donald G. 1961. Television and Our Schools. The Ronald Press Company, New York, New York. 268 p.
- Tedd, Eugene W. 1966. A Survey and Critique of Utah In-School Television Programming. Division of Research and Instructional Media, Utah State Board of Education, Salt Lake City, Utah. 178 p.
- Throckmorton, Adel F. 1966. A Guide to Educational Television. Department of Public Instruction, Kansas State University, Manhattan, Kansas. 18 p.
- Twyford, Lorán C., and Leo D. Doherty. 1961. Measurement of Television Utilization. Audio-Visual Communication Review 9(6):271-280.
- United Nations Educational Scientific and Culture Organization. 1967. Radio and Television in the Service of Education and Development in Asia 9(6):271-280.
- Watts, Buris. 1968. In-School TV Evaluation Survey 1967-1968. Utah Network for Instructional Television. 77 p.
- Westley, Bruce H., and Harvey K. Jacobson. 1962. Dimensions of Teachers Attitudes Toward Instructional Television. Audio-Visual Communication Review 10(6):328-333.
- Westley, Bruce H., and Harvey K. Jacobson. 1963. Instructional Television and Student Attitudes Toward Teacher Course and Medium. Audio-Visual Communication Review 11(3):47-60.
- Witt, Paul W. F. 1955. Television In-School? Not Until the Teachers are Convinced. The Journal of the Association of Educational Radio and Television. Illinois. 14(c):6-13. March.
- Wykes, James. 1966. International Exchange of Television Programs for Schools. Legal and Economic Problem. A European Survey. Council of Europe, Strasbourg, Austria. 40 p.

APPENDIX

KUSU-TV Teacher Interviews Concerning
In-School Television Utilization
1970

1. Do you use Educational Television programs in your classroom?
A Yes
B No
2. To use TV in your classroom, do you
A Have a set permanently in your room
B Have to move a set into your room
C Move to another room
3. How many years of teaching experience have you had? _____
4. Have you had any formal training in the use of ETV?
A Yes
B No
5. Do you find the teacher guides useful?
A Yes
B No
6. Would you use teacher guides more if the cost factor were removed?
A Yes
B No
7. Do you feel that you have adequate time to prepare for ETV Telecasts?
A Yes
B No
C Sometimes
8. Do you prepare your students for the ETV program that they are about to view?
A Yes
B No
C Sometimes

9. Do you use follow-up materials after each ETV program?

A ___ Yes

B ___ No

B ___ Sometimes

10. What do you do during the ETV broadcast? _____

11. Which types of in-school programs would you prefer in the

Morning

Afternoon

_____	_____
_____	_____
_____	_____
_____	_____

12. How do your students react to ETV programs?

A.

Highly Motivated	Quite Motivated	Sometimes Motivated	Tends to Discourage Activity	Completely Discourages Activity
------------------	-----------------	---------------------	------------------------------	---------------------------------

B.

Highly Enjoyable	Enjoyable	Acceptable	Dislike	Highly Dislike
------------------	-----------	------------	---------	----------------

C.

Very Interested	Interested	Acceptable	Disinterested	Bored
-----------------	------------	------------	---------------	-------

13. I feel that as a teaching tool ETV is

Extremely Useful	Quite Useful	Moderately Useful	Sometimes Useful	Inadequate
------------------	--------------	-------------------	------------------	------------

14. Do you think it would be advantageous to have your school record on video tape the in-school programs to be played at your convenience?

15. Educational Television Station A offers a limited number of in-school programs with a wide variety of times to view each program. Educational Television Station B offers a wide variety of in-school programs with a limited number of times to view each program. Which of these two theories of in-school broadcasting would you prefer?

A _____

B _____

MORNING	Every Morning	Once a Week or More	Less Than Once a Week	Program Guides Used
Sesame Street 9:00	()	()	()	()
What's New 10:00	()	()	()	()
All About You 10:00	()	()	()	()
Let's Take a Field Trip 10:30	()	()	()	()
Exploring the World of Science 10:50	()	()	()	()
Places in the News 10:30	()	()	()	()
Story Time 10:55	()	()	()	()
Geography 11:15	()	()	()	()
Physical Education 10:30	()	()	()	()
Americans All 10:50	()	()	()	()
Utah in Perspective 11:10	()	()	()	()
Physical Funness 10:30	()	()	()	()
Space Age Science 10:50	()	()	()	()
This is Utah 11:10	()	()	()	()
Utah Your World 10:40	()	()	()	()
Music Enrichment 11:00	()	()	()	()

AFTERNOON	Every Afternoon	Once a Week or More	Less Than Once a Week	Program Guides Used
Places in the News 1:00	()	()	()	()
Kultur Kaleidoscope 1:20	()	()	()	()
The Bookshelf 1:40	()	()	()	()
Physical Education 1:00	()	()	()	()
Science Corner 1:20	()	()	()	()
Space Age Science 1:40	()	()	()	()
Physical Funness 1:00	()	()	()	()
Exploring the World of Science 1:20	()	()	()	()
Exploring With Science 1:40	()	()	()	()
Geography 1:00	()	()	()	()
Science Corner 1:30	()	()	()	()
All About You 1:40	()	()	()	()
Let's Take a Field Trip 1:00	()	()	()	()
Story Time 1:30	()	()	()	()
Experiencing Art 1:35	()	()	()	()
Sesame Street 2:00	()	()	()	()

ETV STATUS AND UTILIZATION SURVEY
1967
KUSU Channel 12

School _____

Grade _____

1. Channel 12's scheduling of programs during the past year:
 - A. Met my classroom needs very well
 - B. Posed an occasional inconvenience
 - C. Made utilization difficult
 - D. Was totally incompatible with my classroom needs

2. I would recommend the following changes in Channel 12's time schedule of programs during the next school year:

3. With regard to Channel 12's broadcasts agreeing with information in the printed (in-school) schedule, I found:
 - A. A high degree of broadcast dependability
 - B. A fair degree of broadcast dependability
 - C. Poor broadcast dependability

4. In connection with question No. 3 above, I feel that this year's service has been:
 - A. Better than last year's service
 - B. About the same as last year's service
 - C. Worse than last year's service

5. The early morning teacher's "Billboard" broadcast has been:
 - A. A valuable service during the past year
 - B. Of some Assistance
 - C. Of little Assistance

6. I would recommend the following changes in the "Billboard" broadcast:

7. During the past school year, I have:
 - A. Made great use of the Channel 12 (in-school) printed program schedules
 - B. Made some use of the program schedules
 - C. Made little use of the program schedules

8. In connection with question No. 7 above, I would evaluate the Channel 12 printed (in-school) schedules as being of:
- A. Great value
 - B. Some value
 - C. Little value
9. With regard to the teachers manuals produced by UNIT, NCSCT, and MPATI, I have:
- A. Made great use of the TV manuals during the past year
 - B. Made some use of the TV manuals
 - C. Made little use of the TV manuals
10. If you have viewed and/or utilized any of the Channel 7 (KUED) instructional TV programs, and would like to see them carried on Channel 12 (KUSU-TV), please list them below, and when you would like us to broadcast them (day and time).
11. My professional feeling toward educational television might best be expressed as follows:
- A. Educational television is of tremendous value to the teacher.
 - B. Educational television has good potential, but as yet does not offer the teacher programs which are genuine value.
 - C. Educational television has some value, but does not fit my teaching techniques.
 - D. Educational television has virtually no value to the teacher.

Additional comments and suggestions for 1968-69:

Grade level taught:

Would you please indicate your utilization of KUSU's instructional programs by checking in the appropriate columns (this is the only way we have of getting "ratings"!). Also indicate whether or not you have had the program guides for each program.

	Regularly	Occasionally	Never	Program Guides	
				Yes	No
ALL ABOUT YOU (1-2):					
Monday morning	()	()	()	()	()
Wednesday afternoon	()	()	()	()	()
AMERICANS ALL (4-6):					
Thursday afternoon	()	()	()	()	()
Friday morning	()	()	()	()	()
AMERICAN VIGNETTES (ungraded):	()	()	()	()	()
ART: TO SEE, TO DO (K-3):					
Monday morning	()	()	()	()	()
Monday afternoon	()	()	()	()	()
BILLBOARD:					
8:15 AM	()	()	()	()	()
8:30 AM	()	()	()	()	()
8:45 AM	()	()	()	()	()
BUILDING BLOCKS OF ART (3-4):					
Tuesday morning	()	()	()	()	()
Tuesday afternoon	()	()	()	()	()
BUILDING BLOCKS OF ART (5):					
Thursday morning	()	()	()	()	()
Thursday afternoon	()	()	()	()	()
BUILDING BLOCKS OF ART (6):					
Friday morning	()	()	()	()	()
Monday afternoon	()	()	()	()	()
CHILDREN'S LITERATURE (1-2):					
Monday morning	()	()	()	()	()
Wednesday afternoon	()	()	()	()	()
CHILDREN'S LITERATURE (3)					
Wednesday morning	()	()	()	()	()
Wednesday afternoon	()	()	()	()	()
FUN TALK (K-1):					
Monday Morning	()	()	()	()	()
Wednesday afternoon	()	()	()	()	()
HAPPY TALKING TIME (1-2):					
Monday morning	()	()	()	()	()
Thursday afternoon	()	()	()	()	()
KULTUR KALEIDOSCOPE (ungraded):					
Tuesday afternoon	()	()	()	()	()
Friday morning	()	()	()	()	()

Grade level taught: _____

	Regularly	Occasionally	Never	Program Guides	
				Yes	No
LET'S TAKE A FIELD TRIP (3):					
Monday afternoon	()	()	()	()	()
Wednesday morning	()	()	()	()	()
LISTENING WITH LESTER (K):					
Monday morning	()	()	()	()	()
Thursday afternoon	()	()	()	()	()
MUSIC OF PEOPLES AND SEASONS (5):					
Tuesday morning	()	()	()	()	()
Tuesday afternoon	()	()	()	()	()
MUSIC OF PEOPLES AND SEASONS (6):					
Thursday morning	()	()	()	()	()
Thursday afternoon	()	()	()	()	()
NEIGHBORHOOD EXPLORERS (1-2):					
Tuesday morning	()	()	()	()	()
Tuesday afternoon	()	()	()	()	()
NEWS CORNER (ungraded):	()	()	()	()	()
PHYSICAL EDUCATION (4-6):					
Tuesday morning	()	()	()	()	()
Tuesday afternoon	()	()	()	()	()
PHYSICAL FUNNESS (K-3):					
Monday morning	()	()	()	()	()
Monday afternoon	()	()	()	()	()
SCIENCE CORNER I (3):					
Tuesday morning	()	()	()	()	()
Thursday morning	()	()	()	()	()
SING, CHILDREN SING (2-3):					
Tuesday morning	()	()	()	()	()
Thursday afternoon	()	()	()	()	()
STANDARD SCHOOL BROADCAST (KUSU-FM; ungraded):					
Thursday afternoon	()	()	()	()	()
Thursday evening (preview)	()	()	()	()	()
THIS IS UTAH (4):	()	()	()	()	()
UTAH GLIMPSES (4 & 7):					
Thursday morning	()	()	()	()	()
Friday morning	()	()	()	()	()
UTAH IN PERSPECTIVE (7):	()	()	()	()	()
UTAH, YOUR WORLD (4):	()	()	()	()	()
WHAT'S NEW (ungraded):	()	()	()	()	()
WORLD OF CHANGE (6):	()	()	()	()	()
YOUR ART IS YOU (4-6):					
Wednesday morning	()	()	()	()	()
Wednesday afternoon	()	()	()	()	()

VITA

Gary Reed Saville

Candidate for the Degree of

Master of Science

Thesis: A Study of the Use of Instructional TV Programs in Logan City
and Cache County Schools 1969-1970

Major Field: Speech

Biographical Information:

Personal Data: Born at Rock Springs, Wyoming, November 14, 1943,
son of Reed C. and Beth Saville; married Colleen Summerson;
two children--Richard and Larry.

Education: Attended elementary school in Salt Lake City, Utah;
graduated from Bryan Adams High School in 1962; received
an Associate Degree from Ricks College 1966; received the
Bachelor of Science degree from Utah State University, with
major in speech, in 1968; completed requirements for the
Master of Science degree, specializing in educational
broadcasting, at Utah State University in 1970.

Professional Experience: 1964-1966, Chief Electrician for Ricks
College Drama Department; 1966-present, KUSU-TV, Lighting
Director, Audio Operator, Technical Director, Cameraman;
1969-present, KUSU-TV Facilities Manager, Producer-Director;
1969 Summer Intern at KCPX-TV; 1968-present, Graduate
Assistant in Program Production, Utah State University.