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AN EVALUATION OF INSTRUCTIONAL TELEVISION
IN THE BRIGHAM YOUNG UNIVERSITY COLLEGE
OF RELIGIOUS INSTRUCTION

A Dissertation

Presented to the

Department of Church History and Doctrine

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Religious Education

by

James Frank Killian

August 1972

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TABLE OF CONTENTS

	Page
LIST OF TABLES	x
Chapter	
1. INTRODUCTION	1
Postwar Period	7
Freeze on TV Channel Assignments	9
History of Instructional Television	12
Videotape: Aid to Instructional Television	22
Instructional Tape Libraries	23
History of Educational and Instructional Tele- vision at Brigham Young University	24
Instructional television	27
ITV in the College of Religious Instruction	29
THE PROBLEM	32
Statement of the Problem	32
Importance of the Study	33
DEFINITION OF TERMS USED	34
Closed-Circuit Television (CCTV)	34
College of Religious Instruction	34

Chapter	Page
Educational Television (ETV)	34
Instructional Television (ITV)	34
Instructional Television Fixed System (ITFS)	34
Television Enrichment Program	35
Undergraduate Religion 121, 122	35
Undergraduate Religion 241, 242	35
Delimitations of the Study	35
Summary	36
2. REVIEW OF LITERATURE	38
Evaluation of Instructional Television	38
Positive Findings of Research on ITV	40
Negative Findings of Research Done on ITV	43
Summary of the Advantages of Instructional Television	50
Summary of the Disadvantages of Instructional Television	51
The Importance of Properly Trained TV Teachers and Technicians	52
The Television Media is an Aid to the Classroom Teacher	55
Suggestions for the Improvement of Instructional Television	59
Summary	68
3. METHODS AND PROCEDURES	70

Chapter	Page
DISCUSSION OF THE INSTRUMENTS	70
Procedures Used in Constructing the Instruments	70
THE SAMPLE	71
STATISTICAL ANALYSIS	72
4. RESULTS OF THE STUDY	74
REACTIONS OF STUDENTS AND FACULTY ON TWELVE SELECTED QUESTIONS	74
The Attitudes of Students are Generally Unfavor- able Toward the TV Enrichment Program . . .	75
The TV Enrichment Program Should be Continued next Year	75
The TV Presentations Aid the Students in Their Acquisition of Subject Matter	78
TV Presentations Should Provide Additional Information to that Presented in the Live Class	83
Number of TV Presentations Seen During the Semester	83
The TV Presentations Provide Little that Should Not be Provided Through Films and Other Aids During the Regular Class Period	86
The Format most Appropriate for TV Presentations	90
TV Presentations in Color Would Be an Improvement	90
The TV Presentations Strengthen Testimonies . .	93

Chapter	Page
To What Degree was the TV Enrichment Material Referred to in the Classroom by the Teacher	93
Frequency of Students Referring to the TV Enrichment Material in the Classroom	98
The Mechanical Problem which Bothered me the Most	98
REPORT OF STUDENT RESPONSES ON ELEVEN QUESTIONS	103
Effectiveness of the Faculty Lecturers to Communicate their Message on Videotape	103
The Number of TV Presentations that Were Done Effectively	107
Student Involvement Sheets	107
Was the same Material Presented via TV also Presented in Class	110
Book of Mormon TV Enrichment Midterm Examination	110
Comparison of Religion Class with TV Enrich- ment with Other Religion Classes without TV Enrichment	113
Students Would Recommend Religion Courses with TV Enrichment Program	113
Types of TV Presentations Preferred	117
Time Spent in Preparation for Each Class Period in Addition to the TV Enrichment Program	117
REPORT OF FACULTY RESPONSES TO THREE QUESTIONS	117

Chapter	Page
TV Presentations Are Usually More Entertaining than Instructional	120
TV Presentations Are Presenting Material I Would Prefer to Present in my Class	120
TV Presentations Supplement the Live Class	120
THE MAIN ROLE OF TV PRESENTATIONS	124
To add additional material	124
Opportunity to be Taught by Other Faculty Members	125
Learn more about the Book of Mormon	125
To hear from church authorities	126
NEGATIVE COMMENTS OF STUDENTS ABOUT THE TV PROGRAM	126
TV--a waste of time	126
Involvement sheets	127
TV is boring	127
Everything should be covered in class	128
Additional credit	128
TV poorly done	129
TV Examinations	130
TV Media too Impersonal	130
SUGGESTIONS MADE BY STUDENTS ON HOW TO IMPROVE THE TV ENRICHMENT PROGRAM	131
Use Films	131

Chapter	Page
REPORT OF FACULTY RESPONSES TO: WHAT IS THE MAIN ROLE OF THE TV PROGRAM	132
SUGGESTIONS MADE BY FACULTY MEMBERS ON HOW TO IMPROVE THE TV PRESENTATIONS	134
Summary	136
5. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	138
SUMMARY	138
Need for the study	138
Methods and procedures	138
Delimitations of the study	139
Limitations	139
FINDINGS	139
CONCLUSIONS	142
RECOMMENDATIONS	143

LIST OF TABLES

Table	Page
1. Faculty Response to the Question: In My Opinion, the Attitudes of Students are Generally Unfavorable Toward the TV Enrichment Program	76
2. Student Response to the Question: My General Overall Feeling About the TV Enrichment Program Is	77
3. Faculty Response to the Question: In My Opinion, the TV Enrichment Program Is Valuable Enough to be Continued Next Year	79
4. Student Response to the Question: In My Opinion, the TV Enrichment Program Is Valuable Enough to be Continued Next Year	80
5. Faculty Response to the Question: In My Opinion, the TV Presentations Aid the Students in Their Acquisition of Subject Matter	81
6. Student Response to the Question: The TV Enrichment Program has Added to My Knowledge of the Subject Matter	82
7. Faculty Response to the Question: In My Opinion, the TV Presentations Should Provide Additional Information to that Presented in the Live Class	84
8. Student Response to the Question: Were You Introduced to New Materials on TV Which You Considered Important to Know and Which Were Not Provided by Your Instructor?	84
9. Faculty Response to the Question: How Many TV Presentations Have You Seen?	85

Table	Page
10. Student Response to the Question: How Frequently Did You Attend the TV Presentations This Semester?	87
11. Faculty Response to the Question: In My Opinion, the TV Presentations Provide Little that I Would Not Provide Through Films and Other Visual Aids in My Regular Class	88
12. Student Response to the Question: In My Opinion, the TV Presentations Provide Little that Should Not be Provided Through Films and Other Visual Aids During the Regular Class Period	89
13. Faculty Response to the Question: In My Opinion, the Format Most Appropriate for TV Presentations Would be	91
14. Student Response to the Question: In My Opinion, the Format Most Appropriate for TV Presentations Would be	92
15. Faculty Response to the Question: In My Opinion, TV Presentations in Color Would be an Improvement	94
16. Student Response to the Question: Do You Think That TV Presentations in Color Would be an Improvement	95
17. Faculty Response to the Question: In My Opinion, the TV Presentations Strengthen Students' Testimonies	96
18. Student Response to the Question: The TV Enrichment Program Has Added to My Testimony	97
19. Faculty Response to the Question: To What Degree Did You Refer to the TV Enrichment Material in the Classroom	99

Table	Page
20. Student Response to the Question: To What Degree Did Your Instructor Refer to the TV Enrichment Material in your Classroom	100
21. Faculty Response to the Question: To What Degree Did Students Refer to the TV Enrichment Material in the Classroom	101
22. Student Response to the Question: How Often Did You Raise Questions on the TV Presentations in the Live Class	102
23. Faculty Response to the Question: The Mechanical Problem That Bothered Me the Most was	104
24. Student Response to the Question: The Mechanical Problem That Bothered Me the Most was	105
25. Student Response to the Question: Considering the Faculty Lecturers as a Group, Rate Their Effectiveness to Communicate Their Message on Videotape	106
26. Student Response to the Question: In My Opinion, the Number of TV Presentations that Were Done Effectively was	108
27. Student Response to the Question: The Involvement Sheets Had	109
28. Student Response to the Question: As an Aid in Recalling the Material Presented in the TV Enrichment Program, the Involvement Sheets have Been	111
29. Student Response to the Question: Realizing that Involvement Sheets can be Modified as Need Is Indicated, Which Best Represents Your Feeling	112

Table	Page
30. Student Response to the Question: Did Your Instructor Cover the Same Material in Class to the Point that There Was Frequently Unnecessary Duplication	112
31. Student Response to the Question: Which Word or Phrase Best Represents Your Reaction to the TV Enrichment Midterm Examination	114
32. Student Response to the Question: Rate This Class in Comparison to the Other BYU Religion Classes You have Taken Without TV Enrichment	115
33. Student Response to the Question: I Would Recommend Religion Courses with TV Enrichment Programs to My Friends	116
34. Student Response to the Question: I Would Prefer TV Presentations to be	118
35. How Much Time do You Normally Spend in Preparation for Each Class Period in Addition to the TV Enrichment Program	119
36. Faculty Response to the Question: In My Opinion, the TV Presentations are Usually More Entertaining than Instructional	121
37. Faculty Response to the Question: In My Opinion, the TV Presentations are Presenting Material Which I Would Prefer to Present in My Regular Class	122
38. Faculty Response to the Question: In My Opinion, the TV Media is Doing What it is Designed to Do; That Is to Supplement the Live Class	123

Chapter 1

INTRODUCTION

Educational television had its beginnings with experiments conducted at the University of Iowa between 1932 and 1939, under the direction of Professor E. B. Kurtz.¹ In 1934 Professor Kurtz gave a progress report on his experience in educational television broadcasting in which he said,

Although the scale on which our joint programs have been broadcast has been limited, we have no apologies to make, because we feel that we have been using television in its ultimate manner, that is, in all our broadcasts we have

1. Used television or sight in conjunction with the sound radio.
2. We have picked up actual objects, persons or scenes direct, instead of reproducing recorded pictures from films. We believe that this is the way television will be ultimately used, even though the art is further perfected.²

During the first year of educational television broadcasting (1932-33) some of the topics that were broadcast, were: Oral Hygiene,

¹Allen E. Koenig, "The Development of Educational Television," The Farther Vision (Madison: The University of Wisconsin Press, 1967), p. 5.

²E. B. Kurtz, Pioneering In Educational Television 1932-1939 (Iowa City: The State University of Iowa, 1959), p. 73.

Identifying Trees, Equilibrium, Reading Architectural Drawings, Trail Making, Shorthand, Charcoal Sketching, The University of Iowa, Spring Birds, French Pronunciation, The Constellations, Iowa Wild Life Series, and Graded Art Lesson Series.³

Professor Kurtz further said:

I have received many of our broadcasts in my home, with friends and neighbors present, as though members of a class, and I have never experienced the slightest difficulty in imagining myself in a classroom with a professor before me, either talking to me, or writing on a blackboard, or showing pictures to illustrate his lecture. In fact, the transition is so easily made that it takes place automatically.⁴

He concluded his report with the observation that

. . . as sound has become essential to the movie, so in due time will the television picture become inseparately linked to the sound radio. And by the same token television's place as an effective instrumentality in the educational system of the future is already assured.⁵

By 1939, over four hundred educational television programs had been broadcast over Iowa's W9XK and the experimental station "had provided the first opportunity for a master of Arts degree candidate to write, direct, and produce a television drama 'in lieu' of a master's thesis."⁶

³Kurtz, pp. 74-75. ⁴Ibid., p. 76. ⁵Ibid.

⁶Anthony William Zaitz, "The History of Educational Television; 1932-1958" (unpublished Doctoral dissertation, University of Wisconsin, 1960, pp. 2-3.

Professor Kurtz stated that W9XK "shall always be remembered as a station that helped prove that the theory [television] was sound and that the system was practicable."⁷

An early experiment with educational television was described by Anthony Zaitz who wrote:

Another of the early experiments with educational programming is reported by William K. Cumming. C. C. Clark conducted an experimental program in which he demonstrated the principles of electronic television. The program was telecast by NBC from the third floor to the sixty-second floor of the RCA building. Two hundred and fifty New York University students participated in the experiment. Twenty-five receivers were used. The show lasted forty-five minutes. A system of two-way radio communication permitted⁸ students to ask questions and the instructor to answer them.

In all, five American colleges and universities pioneered the field of educational television. They were the University of Iowa (Iowa City), Iowa State University (Ames), Kansas State University, the University of Michigan, and American University.⁹ The experiments with television were exploratory in nature, the purpose being to study the possibilities of using television as part of the teaching process. These experiments caused little interest among most educators.¹⁰

⁷Kurtz, p. 156. ⁸Zaitz, p. 4. ⁹Koenig, loc. cit.

¹⁰Donald G. Tarbet, Television and our Schools (New York: Ronald Press Co., 1961), p. 2.

There was, however, a small group of educational broadcasters concerned about educational television, and they expressed this concern before the Federal Communications Commission. Dr. Henry L. Eubank of the University of Wisconsin, in 1934, expressed this concern to the Federal Communications Commission when he requested the Commission to reserve noncommercial TV channels for educational use. Nine years later (1943), the National Association of Educational Broadcasters asked the Federal Communications Commission to reserve two television channels for the exclusive use of education. Both of these requests were denied.¹¹

In 1940, a number of commercial TV stations expressed interest in broadcasting commercial programs as a public service. Rules, to permit limited commercial operations, were adopted by the FCC and the first grant for a regular TV operation was issued in June 1941. By November, eight TV stations had made the transition from experimental to commercial authorization.¹²

There was an increase of activity by the television industry in 1941. This was caused by the authorization of "full commercial

¹¹ Zaitz, p. 319.

¹² Beverly J. Taylor, "The Development of Instructional Television," The Farther Vision (Madison: The University of Wisconsin Press, 1967), p. 134.

broadcasting on the black and white, 525 line basis."¹³ The normal expansion in the number of television stations was stopped when the United States entered World War II.¹⁴ Television went back to the laboratory and many new refinements and improvements were developed. There were two instances of instruction by television during the war years.¹⁵

The first, of these two programs, was broadcast in 1942 in New York City. It came about because of the need to train large numbers of air raid wardens.¹⁶ John J. Floherty described this program:

Police stations were converted into television classrooms. RCA provided receivers, and classes of air-raid wardens assembled there on a regular basis. Lessons in enemy aircraft identification, first-aid,¹⁷ and methods for disposing of incendiary bombs were telecast.

The other program, broadcast during the war period, was broadcast by NBC and CBS, a broadcast of televised instructions for disposing of incendiary bombs; and a series on first aid. Even though these programs were broadcast to the general public, the audience was small because few people had television receivers.¹⁸

¹³Zaitz, pp. 4-5. ¹⁴Taylor, loc. cit. ¹⁵Zaitz, p. 5.

¹⁶John J. Floherty, Television Story, J. B. Lippincott Co., 1951, p. 31, as reported in Zaitz, pp. 5-6.

¹⁷Ibid. ¹⁸Zaitz, p. 6.

During the war period, the number of schools offering broadcast courses or broadcast training for teachers was substantially increased. The University of California at Los Angeles was one of the first to offer a course in TV production and acting, doing so in February 1941. In 1944, the University of Ohio began two courses for radio and pictorial journalism. A year later (1945) the State of Iowa appropriated \$525,000 to the University of Iowa to develop a communications center to house journalism, publication, visual education, and radio-TV. In 1947, the University of North Carolina brought together radio-TV, motion pictures, facsimile, and allied fields in a communications center. Other Universities were also developing broad communications courses. Among these were Syracuse, Northwestern, and Columbia.¹⁹

Because of the expanding interest in television as an instructional medium, educators began considering again the advisability of educational television channel reservations as early as 1944. In the fall of 1944, the FCC held hearings to plan for postwar development. A number of educational witnesses suggested that education might be interested in channels specifically for education. However, most of the testimony given at that time was in support of the establishment of

¹⁹Taylor, pp. 134-35.

educational FM reservations and very little testimony was devoted to educational TV.²⁰

When the FCC issued its final report, it concluded:

With respect to immediate TV development . . . it does not appear that the current educational interest in TV or in the probability of the multiplicity of ETV stations in the near future is sufficient to warrant TV channels. . . . If at any future date, educational institutions believe there is sufficient educational interest in TV and sufficient probability of developing useful ETV services, the matter can be raised anew at that time.²¹

Postwar Period

As World War II came to a close, educational programs slowly began to appear. Chicago and New York saw two television programs in 1945. Chicago Public Schools produced two programs, "Your Chicago," and "A View to Education."²² The New York Board of Education and CBS Television joined together to produce "There Ought to Be a Law," a discussion program for high schools. The series appeared every two weeks and ran for nearly two years.²³

In 1946, Creighton University, Omaha, Nebraska, purchased professional type television equipment and thus became the first

²⁰Taylor, p. 135.

²¹FCC Docket 6651, "Report of proposed allocation from 25,000 kc/s to 30,000,000 kc/s" ([Washington: Government Printing Office, January 15, 1945]), p. 83.

²²Zaitz, p. 6. ²³Zaitz, p. 7.

educational institution to experiment with professional studio television equipment.²⁴ Two years later Creighton University recorded another television first, when it presented the first televised dental operation in the United States.²⁵

The University of Pennsylvania also began producing a series of dramatic and sports shows over WPTZ in 1946.²⁶ In 1947-48, they began the "University of Pennsylvania Forum."²⁷

During the time that educational institutions were experimenting with TV and were introducing TV training courses into their curriculum, several commercial stations were cooperating with educational and cultural groups in the development of ETV programs. In 1941, CBS produced a TV art series, and in 1945, in cooperation with the New York City Board of Education, produced a TV series similar to CBS's radio "School of the Air." CBS also conducted an "All City R-TV Workshop" for several summers.²⁸ In 1945, the Chicago public schools started using TV as part of their educational program. Ithaca College introduced an ETV course prepared by ABC in the fall of 1946.²⁹

²⁴Zaitz, p. 7. ²⁵Zaitz, p. 9. ²⁶Zaitz, p. 8. ²⁷Ibid.

²⁸Taylor, pp. 136-37. ²⁹Taylor, p. 137.

Freeze on TV channel assignments

Because of the large number of requests for TV channel allocations, by both commercial and educational interests, the Federal Communications Commission put a ban or "Freeze" on TV channel assignments until a study could be made to determine the most feasible way of allocating TV channels.³⁰ This freeze began in September 1948 and continued until April 1952.³¹

Wilbur Schramm indicated that, "In some respects it was a blessing to ETV that the Commission froze allocations for two years. This provided time to alert education and civic organizations to the opportunity TV offered."³²

The potential of educational television was fully realized by 1950. However, educators had not organized sufficiently to influence the Federal Communications Commission on ETV frequencies. Many petitions, presented by educators to the FCC to reserve channel allocations, contradicted one another.³³

Koenig stated that

. . . some educators wanted nonprofit educational television while others wanted noncommercial ETV, and still others

³⁰Taylor, p. 139. ³¹Zaitz, p. ii.

³²Wilbur Schramm, The People Look at ETV (Stanford: Stanford University Press, 1963), p. 5.

³³Koenig, p. 5.

wanted both. Thus one group did not want ETV to yield a profit, but would have found commercialism an acceptable means of support. The other group did not want any type of commercials presented over ETV.³⁴

These and other problems were solved when the educators were brought together by forming an ad hoc Joint Committee on Educational Television (JCET).³⁵ JCET helped "some 833 schools and colleges in fulfilling the FCC request to present statements of intent to utilize educational channels, and it served as the mechanism for making education's wishes known to the commission."³⁶ The committee also petitioned the FCC to allocate a number of television channels for the exclusive use of education. These channels were to operate as both nonprofit and noncommercial undertakings.³⁷ One of the commissioners, Freida Hennock, gave great support to the educators and this impetus had a great deal to do with the reservation of 242 channels for educational television.³⁸

During the four years (1948-1952) of the freeze on channel allocations, the FCC conducted a series of hearings. There were seventy-six witnesses who testified. Seventy-one testified in support of channel reservations for education, and only five against.³⁹

On the basis of these petitions and hearings, the FCC, in its

³⁴Koenig, p. 5. ³⁵Ibid. ³⁶Taylor, pp. 140-41.

³⁷Koenig, p. 5. ³⁸Taylor, p. 140. ³⁹Zaitz, p. 320.

"Sixth Report and Order" issued on April 14, 1952, lifted the freeze on television assignments. There were 2,053 channel assignments. Some 242 television channels were allocated for noncommercial educational broadcasting.⁴⁰ By 1966, the allocations had been increased to 632, 116 VHF and 516 UHF channels.⁴¹

The first noncommercial educational television station to begin broadcasting was KUHT-TV, Houston, Texas. This station was licensed to both the University of Houston and the Houston Board of Education and began its operation in May 1953.⁴² Within a five year period, by 1958, there were 35 educational television stations on the air.⁴³ By 1962 there were 63 educational television stations; 20 were operated by universities, 23 by school systems, and 20 by communities.⁴⁴ Seven years later, January 1969, there were 180 ETV stations in the United States.⁴⁵

One of the most important factors in the growth of educational television was the formation, in 1952, of the National Educational Television and Radio Center by the Ford Foundation through its Fund for Adult Education. The Center operated as a network,

⁴⁰Zaitz, p. 320. ⁴¹Koenig, p. 6. ⁴²Ibid. ⁴³Zaitz, p. 321.

⁴⁴Schramm, p. 8.

⁴⁵"U.S. Educational Television Station Equipment," Television Factbook No. 39, pp. 50-a-52-a.

sending out video tapes and kinescopes by mail instead of over the air; in this manner it provided for ten hours a week of superior programs to all educational television stations affiliated with the Center.⁴⁶

History of Instructional Television

In the beginning, educational television was more interested in the broadcasting of its programs over the airwaves to the general public. That is, the purpose of educational television was "to provide an alternative national television program service characterized by its attention to news information, public affairs, general education, and cultural entertainment."⁴⁷

As the broadcasting of educational programs continued, it led to the development of "instructional television." This is the systematic and regular use of television as part of the daily instruction in schools and colleges."⁴⁸ Studies have been conducted, funded by the Fund for the Advancement of Education, in which "more than 50 colleges and universities, 250 school systems, and better than

⁴⁶Schramm, p. 10.

⁴⁷Richard B. Hull, "A Note on The History Behind ETV," Educational Television The Next Ten Years (Stanford: Stanford University Press, 1962), p. 344.

⁴⁸Ibid.

300,000 students have been involved. These studies have consistently demonstrated television's formal teaching potential."⁴⁹

A much broader definition of instructional television was given by Costello and Gordon as

. . . television designed to teach students a specific body of material as part of their formal education, either on the elementary or advance stages of learning. Whether it is broadcast on open circuit channels, on commercial or educational stations, or by means of closed circuit transmission is irrelevant to its instructional nature.

A specific course of study, individual lessons with discrete objectives, the presence of a teacher, clearly defined educational objectives, methods of testing, homework assignments and the grading of pupils are all hallmarks of instructional television, although certain series of telecasts may dispense with one or two of these items.

The objective of instructional television is to expose students to subject matter relative to their formal schooling, a process which is a part of the total education of every individual.⁵⁰

It is very difficult to formulate a separate history of instructional television, because "the early developments of commercial, educational, and closed-circuit television are intertwined rather than separate movements."⁵¹ Some of the events and programs important in the history of ITV are detailed below.

⁴⁹Hull, p. 344.

⁵⁰Lawrence F. Costello and George N. Gordon, "A Guide to Instructional TV," Teach With Television (New York: Hastings House Publishers, 2nd Edition, 1965), pp. 8-9.

⁵¹Gary Gumpert, "Closed-Circuit TV in Training and Education," The Farther Vision (Madison: University of Wisconsin Press, 1967), p. 161.

One of the first extensive in-school ITV series was inaugurated with one program a week by the Philadelphia public school system in 1947. By the early 1950's, the service had increased to thirteen programs a week serving over 60,000 students.⁵²

Another of the early ITV programs was the Nutley, New Jersey, high school, which "introduced TV as a permanent part of its regular school program in the 1947-48 school year when . . . closed-circuit facilities were donated by Industry TV, Inc."⁵³

The University of Texas started, in 1940, "Radio House," as a radio program and added television to the series in 1948. After adding television during 1949-1950, a total of 1303 program hours were broadcast over three Austin commercial television stations and seventy state commercial stations.⁵⁴

In 1949, NBC, in cooperation with the National Education Association and the boards of education of New York City, Philadelphia, and Baltimore, developed a series of children's programs, "Stop-Look-and Learn." All NBC stations across the nation were able to view this important series.⁵⁵

Stephens College, Columbia, Missouri, announced plans for a closed-circuit system in 1950. It was to provide "instruction and

⁵²Taylor, "Development of ITV," op. cit., p. 137. ⁵³Ibid.

⁵⁴Taylor, p. 138. ⁵⁵Ibid.

practical experience for students in television programming and production" and would "be integrated into the total instructional program at the College, transforming many classroom procedures and improving present instructional methods."⁵⁶

Syracuse University entered the field of instructional television in the summer of 1951, with a course on "Citizenship."⁵⁷ Also in 1951, Cornell University had one classroom equipped with 21-inch TV receivers so that students could view physics experiments. The program was described as giving the "students a good view of normally invisible particles suspended in a fluid (Brownian Movement) making it unnecessary for the students to line up at microscopes."⁵⁸

A number of institutions of higher learning entered closed-circuit activity during the freeze in order to prepare and train staff for the institutions entrance into educational broadcasting. Some of these were, Michigan State, which in 1951 set up a CCTV installation for training of a television staff and laboratory training for students. The board of regents at the University of Wisconsin authorized a "closed-circuit television laboratory for teaching and research in the new medium" in 1952.⁵⁹

⁵⁶Gumpert, pp. 168-69.

⁵⁷Gumpert, p. 169. ⁵⁸Ibid. ⁵⁹Ibid.

Pennsylvania State University, under a grant from the Fund for the Advancement of Education, began broadcasting by closed-circuit in the spring of 1955.⁶⁰ Lawrence E. Dennis, vice-president of Pennsylvania State University, described the beginning of ITV at that institution as follows:

A grant was made, [Fund for the Advancement of Education] and in the spring of 1955 the first three courses--two in psychology and one in chemistry--were taught via a closed-circuit system. Under the terms of the grant, no changes were to be made in the teaching procedures used in the televised classes. TV was simply being introduced into a normal classroom situation.

.....
 We now [1957] have fifteen different classes in our closed-circuit system, with an enrollment of 4,200 students. Currently courses in sociology, psychology, economics, air science, accounting, music appreciation, and meteorology are included in the TV project.⁶¹

According to Gumpert, this project by the Pennsylvania State University, "provided the stimulus for a national increase in the use of televised instruction."⁶²

In February 1956, a meeting dedicated to closed-circuit television was held in Iowa City, Iowa. Progress reports of the use of closed-circuit television were made by representatives of the

⁶⁰ John C. Adams, G. R. Carpenter, and Dorothy R. Smith (eds.), College Teaching by Television (Washington: American Council on Education, 1958), p. 3.

⁶¹ Ibid. ⁶² Gumpert, pp. 170-71.

University of Iowa, Pennsylvania State University, New York University, Miami University, Stephens College, Case Institute of Technology, University of Texas, State Teachers College, Montclair, New Jersey, and the University of Houston.⁶³

One of the most impressive experiments of instructional television was undertaken by the Chicago City Junior College in 1956.⁶⁴ The purpose was to broadcast regular college courses, over open circuit, to people of the community. These courses could be taken for credit or registration for noncredit was also allowed.⁶⁵

Students viewed the telecasts at home and used a prepared study guide. Written assignments were sent and returned by mail.⁶⁶ There were twenty-seven different courses of study broadcast the first three years of the College. These were:

. . . three English courses, two each in Biology, Mathematics, Science, Shorthand, and Accounting, and one course each in Literature, Music, Speech, Astronomy, Business, and Russian.⁶⁷

⁶³Gumpert, p. 171.

⁶⁴Paul Saettler, A History of Instructional Technology (San Francisco: McGraw-Hill Book Company, 1968), p. 246.

⁶⁵Clifford G. Erickson, Hymen M. Chausow, and James J. Zigerell, Eight Years of TV College : A Fourth Report (Chicago: Chicago City Junior College, 1964), p. 5.

⁶⁶Saettler, p. 246.

⁶⁷Clifford G. Erickson and Hymen M. Chausow, Chicago's TV College (Chicago: City Junior College, 1960), p. 11.

In 1964 the college reported that they had broadcast sixty different college courses for credit, had enrolled over 34,000 students for credit, and estimated that over 200,000 people had watched each telecourse during 1964.⁶⁸

One of the best known and one of the most elaborate closed-circuit facilities in the United States was built in Washington County, Maryland, and began operation in 1956.⁶⁹ It began by broadcasting of three channels interconnecting eight elementary schools in Washington County, Maryland. In 1961 forty-four schools were on the circuit and by 1966 over 84,000 students were receiving instruction by television.⁷⁰ This use of television, by the Washington County, Maryland schools, provided for

the enrichment of the elementary school program through the addition of courses in art, music, conversational French, and remedial reading; the introduction of advanced courses for gifted high school pupils; the organization of a teacher in-service educational program; and the rescheduling of the school programs in order to allow teachers more time for planning and individual conferences with small groups.⁷¹

The Chelsea Closed-Circuit Television Project was begun in 1957. It "attempted to use CCTV for direct teaching, school

⁶⁸Ericksen, Chausow and Zigerell, p. 34.

⁶⁹Saettler, p. 246.

⁷⁰Gumpert, p. 172. ⁷¹Ibid.

enrichment, teacher training, language instruction, and improvement of community integration within a specific ghetto in New York City."⁷²

This project was unique in that it connected schools, homes and health and social services by television.⁷³ It was reported that

A number of new specialized functions for which CCTV was useful emerged out of the Chelsea Television Project. Closed circuit proved useful (1) as a distinct in-school system within a large city, where special problems of home environment tend to be recognized in their distinct distribution; (2) as a city-wide school system specifically used for teacher-training, examinations, and administration; (3) as an unlicensed ETV station where local conditions require a community antenna and there is no ETV reservation; (4) for education directed to institutions other than schools and colleges, e. g., prisons, youth homes, hospitals; (5) as a means of meeting the challenge of the small urban area containing a high concentration of people with hard core educational or cultural problems; (6) as an instrument for the development of community leadership; (7) as a form of psychotherapy.⁷⁴

In 1959 a group of Midwest educators in conjunction with the University of Purdue, used a novel approach to the use of instructional television when they formed the Midwest Program of Airborne Television Instruction, Inc. (MPATI).⁷⁵ The project attempted to broadcast televised lessons from an airborne transmitter. Two DC-6AB transport-cargo planes were equipped with UHF transmitters

⁷²Gumpert, p. 172. ⁷³Gumpert, pp. 172-173.

⁷⁴Gumpert, p. 173. ⁷⁵Saettler, pp. 247-48.

and videotape reproduction equipment.⁷⁶ It had a potential coverage of "five million students in 13,000 schools within the six-state region of Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin."⁷⁷ The system became operational on an experimental basis in 1961.⁷⁸

In 1963 when MPATI petitioned the FCC, asking that the operation be authorized on a permanent basis and six channels be provided for them, there was concern that, if this petition were granted, it might limit the development of ground based ETV. After two years of study, the FCC denied the petition, and gave authorization for the existing system to be phased-out over a five year period and recommended a change to channels in the 2,500 megacycle band. MPATI then applied for six channels in the 2,500 megacycle band, and the petition was granted by the FCC in 1966.⁷⁹

One of the most interesting ITV innovations is the Texas Educational Microwave Project (TEMP). This extensive closed-circuit TV and microwave system encompasses eleven colleges and universities which are separated by more than one hundred miles. It was the "first TV network of higher educational institutions." It was

⁷⁶ Joseph G. Christensen, "The Development of a Master Research Design for assessing View Behavior with Regard to Educational Television" (unpublished Master's thesis, Brigham Young University, Provo, 1963), p. 13.

⁷⁷ Taylor, p. 144. ⁷⁸ Ibid. ⁷⁹ Ibid.

begun in 1961 and operated by the University of Texas.⁸⁰

As the number of in-school programming broadcasts on educational broadcasting began to increase, it became necessary to install CCTV at many universities. CCTV has the capability of broadcasting simultaneous instruction to several grade levels in several subjects. One problem with CCTV is that the cost increases with the distance covered and the number of receiving points.⁸¹

One answer to this problem of increased costs of CCTV, was the establishment of the Instructional Television Fixed Service, established in 1963 by the FCC. According to Taylor this service "combines the advantages of a relatively economical by-air type of transmission with multichannel flexibility" of CCTV.⁸² The method used was to transmit material in about the same way as standard broadcasting, signals beamed from a transmitter to a special receiving antenna, from five to twenty miles from the transmitter. Conventional home receivers are unable to receive the signals because they lack receiving antenna and equipment.⁸³ Gordon described this particular system when he said,

In effect, ITFS is a private, closed-circuit transmission system, utilizing up to four channels, using electronic signals,

⁸⁰Taylor, p. 143. ⁸¹Taylor, p. 145. ⁸²Ibid.

⁸³George N. Gordon, Classroom Television (New York: Hastings House, 1970), p. 63.

transmitted through the ether instead of similar impulses sent by coaxial cable, as in conventional closed circuits. The latter do not usually require FCC licensing; ITFS telecasting must be supervised by an FCC licensed engineer and requires FCC approval.⁸⁴

This particular system has caused educators to fill "over 100 applications for some 300 channels . . . with the FCC; 85 had been granted and 30 systems were in operation by early 1967."⁸⁵

Videotape: Aid to Instructional Television

One of the most important breakthroughs for televised instruction was the advent of video tape and videotape recorders. The advent of videotape recorders has caused accelerated growth in the number of CCTV installations among educational institutions.⁸⁶

The prototype of videotape recorders was first displayed by Bing Crosby Enterprises in 1953. This model was not yet perfected nor ready for production. The first production model of a videotape recorder was demonstrated by Ampex Corporation in 1956. WGBH, Boston became the first ETV station to use videotape in 1958, and a year later, 1959, the University of Texas began to use videotape

⁸⁴Gordon, pp. 63-64.

⁸⁵Taylor, p. 145.

⁸⁶Gumpert, pp. 175-76.

recordings for closed-circuit instruction. Videotape provided a way for recording and immediate playback which did not diminish the quality or impact of a live transmission. Other important advantages of videotape were, it was erasable and reusable, a lesson could be evaluated, analyzed, tested and produced again, the lesson could be played back repeatedly, the lessons on tape could be used for several years, videotape has been used for training, self-criticism, and improvement, and lessons could be exchanged between institutions with videotape facilities.⁸⁷

Instructional Tape Libraries

With the use of videotape, many programs could be exchanged between institutions. To facilitate this process of exchange, many instructional tape libraries and distribution centers have been established. Most of these libraries operate on a regional basis. "The purpose of both these libraries and networks is to exchange the best instructional programs available at anytime for as reasonable a cost as possible. . . ."⁸⁸

Gordon listed ten such libraries under the heading "Major

⁸⁷ Gumpert, pp. 174-75.

⁸⁸ Lawrence F. Costello, Teach With Television (New York: Hastings House, 1965), p. 154.

Sources of Instructional Videotaped Materials (1969).⁸⁹ These ten libraries were, Advanced Management Research, Inc., Ampex Tape Exchange, California Medical Television Network, Center for Instructional Television (Eastern Education Network), Great Plains, National Instructional Television Library, Midwest Program on Airborne Television Instruction, Inc., Modern Talking Picture Service, National Center for School and College Television, Network for Continuing Medical Education, Western Video Industries.⁸⁹

Costello concluded that,

The networking and exchange of instructional programs is a growing facet of television teaching. Savings in production costs, time and teaching resources increase each time an individual tape is used by different schools of school systems.⁹⁰

History of Educational and Instructional Television at Brigham Young University

The history of educational television at Brigham Young University began in May 1960 with the delivery of TV production equipment. Professor Owen S. Rich was in charge. He received no released time from his other academic duties and had no staff members to assist him. The installation and operation of the TV equipment was done with the help of students who were involved in the

⁸⁹Gordon, p. 73.

⁹⁰Costello, p. 154.

operation of KBYU, an FM radio station. In June 1960, Professor Rich left the University on a sabbatical leave and Professor T. M. "Tad" Williams was appointed as the Director of Broadcast Services.⁹¹

From 1960-64 the television equipment was housed in a war surplus frame building which served as the temporary motion picture studio. With the TV production equipment, a number of TV productions were made and shown over KUED in Salt Lake City. The first production was of a 128 piece symphony orchestra, illustrating the instruments of the orchestra, how they were played, and the arrangement of the instruments to obtain the best sound and blending of music.⁹²

During the months of July and August 1960, officials at Brigham Young University were working with the courts to obtain the equipment and franchise owned by KLOR channel 11. This TV station began operation in 1958 and filed bankruptcy after only sixteen months operation. In January 1961, BYU filed with the FCC for the franchise, bidding \$10,000 to obtain the license. The FCC studied

⁹¹ Personal interview with Dr. Owen S. Rich.

⁹² Personal interview with Professor T. M. Williams, Director of Broadcast Services at Brigham Young University, 1960-66.

the petition and finally granted the transfer of ownership in January 1962.⁹³

Obtaining ownership of the channel 11 franchise and equipment solved one of the major problems the University then faced, the problem of a proper antenna location, and a rule by the FCC, which stated that two channels with the same number had to be at least 190 miles apart. Twin Falls, Idaho had a TV station, channel 11, which caused the second problem. The location for the antenna site was finally determined with the selection of the same location as the antenna site of television station KCPX. This particular site proved to be the furthest away from channel 11 in Twin Falls, Idaho, and permission was granted by the FCC for broadcasting over channel 11, KBYU-TV.⁹⁴

KBYU-TV began broadcasting open circuit in October 1965. A great deal of credit has been given to the genius of James Gamble, engineer, who was able to rework the KLOR-TV antenna and surplus electronic equipment to serve the needs of channel 11. The first eight to nine months of operation were done from a U. S. Army surplus trailer. Most of these early productions were broadcast on a delayed basis, i. e., BYU sports activities. Some, such as

⁹³Williams, interview.

⁹⁴Ibid.

Devotionals were broadcast live.⁹⁵

When KBYU-TV first began live broadcasting it did so with three General Electric TV cameras and a total investment of \$258,000. No studio productions were made because the studios in Harris Fine Arts Center were not finished. The backing for the establishment and operation of ETV at BYU came from Ernest L. Wilkinson, who was president of the University during the time ETV was established, and President Henry D. Moyle, Counselor in the First Presidency of The Church of Jesus Christ of Latter-day Saints. Through the efforts of Robert Hinckley, RCA donated black and white TV equipment to BYU which had a definite impact in the upgrading of the television facilities.⁹⁶

In 1966 Earl J. Glade, Jr., was appointed Director of Broadcast Services, filling the vacancy caused when Professor T. M. Williams was granted a sabbatical leave to pursue a doctorate at Michigan State University. Glade has served in that capacity from 1966 to the present.

Instructional television. In order to handle an expected enrollment increase of 2000 students for the academic year 1964-65, it was decided that Brigham Young University would expand its

⁹⁴Williams, interview. ⁹⁵Ibid. ⁹⁶Ibid.

instructional facilities to include large-screen television. The first course of study taught via TV at Brigham Young University was History 170, the American Heritage, a course of study designed to teach the growth of the United States under the Constitution. This course, which is required of nearly all students of BYU was taught via TV for the first time during the academic year 1964-65.⁹⁷ Other courses of study that have been taught and are still being taught by television are: Undergraduate Religion 121, 122, Introduction to the Book of Mormon, a course of study which considers the origin, content, and teachings of the Book of Mormon; Undergraduate Religion 241, Latter-day Saint Church History to 1846; Religion 242, Latter-day Saint Church History after 1846; Mathematics 105 (College Algebra); Mathematics 111 (College Algebra and Trigonometry); and Physics 100 (Essentials of Physics).⁹⁸ History 170 was taught exclusively on television; all other classes mentioned above were a combination of live teaching and television.

In addition to the above uses of instructional television at BYU, Thomas David Toyn, in his Master's thesis, indicated that:

⁹⁷Owen S. Rich, Richard D. Poll, and T. M. Williams, "Final Report of a Study of the Utilization of Large-Screen TV to Overcome Shortages of Classroom Space and Teaching Personnel," supported by a Grant from the U.S. Department of Health, Education, and Welfare, Office of Education, 1965-66.

⁹⁸ITV Semester Report, Spring, 1970, Office of Instructional Television, Brigham Young University.

. . . portable television system (PTS) units are used extensively throughout the campus. Brigham Young University owns 12 PTS units which are equipped with these items: TV camera, one-inch videotape recorder, TV receiver-monitor, microphone, and related equipment. All this is contained in a specially designed cart. The PTS units are scheduled on a daily basis by the various department and faculty members. This concept is widely accepted by instructors for supplementing in-class materials. Other portable television units are assigned permanently to departments for micro-teaching, etc.⁹⁹

Toyn also described the production staff of BYU ITV in the following way:

B. Y. U. maintains a production staff for ITV and utilizes the producer-director method of production. The staff consists of approximately 8 full-time and 21 part-time personnel (primarily students). The negative attitude of the faculty reflected in the Rich, Poll, and Williams study appears to be mellowing toward a more receptive attitude toward ITV.¹⁰⁰

ITV in the College of Religion instruction. Since the 1965-1966 academic year, Instructional Television has been a part of the teaching done in the College of Religious Instruction at the Brigham Young University.

At the beginning of the fall semester of the 1965-66 academic year, the closed-circuit television lecture series for Religion 121

⁹⁹Thomas David Toyn, "A Study of the Feasibility of Centralized Instructional Television Production Facility for Higher Education in Utah" (unpublished Master's thesis, Provo: Brigham Young University, 1969), p. 51.

¹⁰⁰Toyn, p. 52.

were begun. The director for the series was Dr. Daniel H. Ludlow, Professor of Religious Instruction, who was well qualified for the position through extensive work in audiovisual aids and instructional materials and having obtained his doctorate in that same area from Columbia University. The TV course of study was begun because of (1) a large influx of freshman students who were required to enroll in Undergraduate Religion 121, 122, and (2) there were not enough teachers to handle the increased teaching load.¹⁰¹

The series was begun on an experimental basis with three sections of Undergraduate Religion 121. The format followed was to have two TV presentations per week with one live class. Near the end of the semester a survey was conducted which indicated that sixty-four percent of the students would not take Undergraduate Religion 122 via TV. The main reason seemed to be that they were required to attend classes three hours per week and all other Undergraduate Religion 121 only met for two hours per week.

Because of this problem, the format for the TV class was changed to two thirty-minute TV presentations per week with the last ten minutes of each class being used to answer any questions students had on the presentations. Also included were discussion groups held

¹⁰¹ Personal interview with Dr. Daniel H. Ludlow, Dean of the College of Religious Instruction, Brigham Young University.

each Friday which students could attend and receive further understanding of the material that had been presented on TV. This particular format eliminated the required third class period per week and proved to be more satisfactory as was indicated by sixty-one percent of the students who said they would attend a TV course again if they had the opportunity. The TV course was continued on that basis for the next academic year and proved to be even more successful as seventy-three percent of the students indicated they favored the TV course over a conventional course without TV.¹⁰²

One of the major complaints against the TV course of study was that the large number of students in the auditorium made the teaching very impersonal. Because of this complaint, it was decided to have one TV presentation per week and one live class. This was the format followed in both Undergraduate Religion 121, 122, and 241, 242 during the academic year 1968-69. All sections of Undergraduate Religion 121, 122 were held on this basis. Only a few sections of Undergraduate Religion 241, 242 were held on this basis because this was the first attempt at a TV course in Undergraduate Religion 241, 242. After a year's trial on the basis of one TV presentation and one live class per week it was found that faculty and students did not

¹⁰²Ludlow, interview.

approve of this particular format.¹⁰³

It was decided by the administrators and faculty of the College of Religious Instruction that the TV courses of study would be changed so as to be solely an enrichment or supplement to the regular live classes, which were held two hours per week and students would be required to attend the TV presentations one hour per week. This particular arrangement was followed during the 1969-1970 academic year. Examinations covering the material presented on TV were provided for the teachers to give along with their regular examinations to the students. A change in this procedure was made in the Undergraduate Religion 242 classes where test questions were provided on the TV presentations to the classroom teacher to be included in the regular examinations.

This study was made on the TV presentations given in Undergraduate Religion 122 and 242 during the spring semester 1970.

THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine what the teachers' feelings were in regard to the TV enrichment program; (2) to show what the students' feelings were about the TV enrichment program; (3) to determine the areas where

¹⁰³Ludlow, interview.

the TV enrichment program could be improved; (4) to determine the place of instructional television in religious curricula; (5) to determine the objectives of instructional television in the College of Religious Instruction; and (6) to determine if those objectives have been met.

Importance of the study. There has been a need to determine the effectiveness of instructional television in the College of Religious Instruction, to determine the areas where instructional television could be improved, and to determine the place of instructional television in the religious curricula. There has been little research made to determine whether instructional television in the College of Religious Instruction has provided a valuable and worthwhile service to faculty and students. This has also been true in other parts of the United States. James E. Hall wrote:

The lack of adequate research before implementing the medium [TV] and numerous misconceptions about its contributions to the field of education, have led to some uninspiring results. Also helping to cloud the potential of CCTV is the overzealous view that television can teach all subjects more effectively.¹⁰⁴

There have been no studies made within the College of Religious Instruction to determine if religious subjects can be taught

¹⁰⁴James E. Hall, "The Potential of Closed Circuit Television as an Effective Instructional Medium," Educational Technology, 10:S 19-20, March, 1970.

or supplemented with TV enrichment presentations.

DEFINITION OF TERMS USED

The following terms and meanings were applicable throughout the study:

Closed-Circuit Television (CCTV). "Any system of transmitting TV and sound which cannot be taken 'off the air' by conventional TV receivers."¹⁰⁵

College of Religious Instruction. College at the Brigham Young University charged with the responsibility of instructing all students in religious subjects.

Educational Television (ETV). Noncommercial television broadcast over open circuit to the community at large.

Instructional Television (ITV). "The systematic and regular use of television as part of the daily instruction in schools and colleges."¹⁰⁶

Instructional Television Fixed System (ITFS). "A system of

¹⁰⁵Gordon, p. 236.

¹⁰⁶Hall, 10:S.

up to four channels for short TV transmission over the air not received on home TV."¹⁰⁷

Television enrichment program. Sometimes called "labs" where large group of students are gathered to view presentation via television.

Undergraduate Religion 121, 122. Classes in the origin, content and teachings of the Book of Mormon. One of the two areas in the College of Religious Instruction, where instructional television is used. These two courses are required of all students who graduate from Brigham Young University.

Undergraduate Religion 241, 242. Classes in the chronological history of the LDS Church. Instructional television is also used in this area. This is an elective course and is not required by the University for graduation.

Delimitations of the Study

Students and teachers involved in Undergraduate Religion 122 and 242 were used in this study. No attempt was made, in the study, to determine if the responses of Book of Mormon students

¹⁰⁷Gordon, p. 237.

were different than the responses of students enrolled in Church History, except to show the responses of each group in the tables found in Chapter 4. No attempt was made to determine if any difference in responses existed between the various groups of Book of Mormon students.

Summary

Educational television had its beginnings with experiments made during the 1930s. The first educational television station began broadcasting in 1953. The first educational television station to begin broadcasting was KUHT-TV, Houston, Texas. In 1967 there were 717 educational institutions employing CCTV.¹⁰⁸

The Brigham Young University educational television station, KBYU-TV, began its "on the air" operation in November 1965. The instructional television part of KBYU-TV began during the 1964-65 academic year. The first course of study by television was History 170. It has continued to the present and is the only course of study taught entirely by television. Other courses of study taught by television were: Mathematics 105, College Algebra, Mathematics 111, College Algebra and Trigonometry, Physics 100, Essentials of

¹⁰⁸Harold E. Wigren, Henry T. Ingle, and Michael Molenda, A Survey of Instructional Closed-Circuit Television 1967 (Washington, D. C. : National Education Association, 1967), p. 27.

Physics, Religion 121, 122, the origin, content and teachings of the Book of Mormon, and Religion 241, 242, the chronological history of the LDS Church.

There was a need to determine the effectiveness of instructional television used in conjunction with Undergraduate Religion 121, 122 and 241 242 in the College of Religious Instruction. In the past, very little research has been made to determine whether instructional television in the College of Religious Instruction has provided a valuable and worthwhile service to faculty and students.

The instructional television program in the College of Religious Instruction continued during the 1970-71 academic year as supplementary to the live classes, which were held two hours per week and the students were required to attend the TV presentations one hour per week. This particular format was also followed during the 1971-72 academic year, with additional broadcasts of the Book of Mormon TV presentations shown in the dormitories of Helaman Halls and Deseret Towers.

The future of the instructional television program in the College of Religious Instruction was uncertain when this dissertation was finished in August 1972.

Chapter 2

REVIEW OF LITERATURE

In the review of literature the writer has covered five major areas which appear to be related to this study. These were (1) the evaluation of instructional television; (2) the advantages and disadvantages of instructional television; (3) the importance of training teachers who teach on television to use the medium properly; (4) the TV media is another of the many aids to teaching; and (5) suggestions made for the improvement of instructional television.

Evaluation of Instructional Television

When educational television first came into being, there were many who had high hopes of what the medium would mean to education. Robert B. Hudson, the vice-president of the National Television and Radio Center, wrote:

Educational television came on the American scene in 1953, and with it rode the hopes of millions that in the wedding of this wondrous medium with the intellectual and cultural resources of the nation a veritable renaissance would take place. Seven years and nearly fifty educational television stations later no one can claim a "renaissance," but perhaps more importantly by every applicable measure educational television has shown a

remarkable capacity to reach, to interest, to teach, to enlighten.¹

Hubert P. Morehead, who seemed to be in harmony with Hudson, wrote in his dissertation:

Educational television is higher education's brightest new hope for the enlightenment of all the American people. It is potentially an effective medium for distributing information, understandings, aesthetic experience and entertainment to the majority of the public.²

Some of the things that people felt educational television would accomplish were: to help solve the shortage of instructors and facilities in higher educational institutions, revise the curricula of courses taught by television, and improve the teaching done in education.

In regard to the area of television being a means of improving teaching, Dr. Presley D. Holmes, Jr. stated:

When a professor goes on television, he is organized in a way he has never been before in his life. He has put six to eight hours preparing for each lecture. This being true, the content ought to be better organized and better presented, and so the student ought to be able to learn it better.

In this case, then, it is television as a force, as a prod, which causes the professor to go to work on his course and

¹Wilbur L. Schramm (ed.), The Impact of Educational Television (Urbana: University of Illinois Press, 1960), p. v.

²Hubert P. Morehead, "The Educational Television Station in Higher Education" (unpublished Doctoral dissertation, Columbus: Ohio State University, 1952), p. 1.

organize it. It is not production, or technical skills, or any number of other things, at first. It's just that there is something about the "being" of TV that makes teachers work harder.³

There has been a great deal of research done over the past seventeen years in an attempt to evaluate instructional television. Most of the early research done indicated that instructional television was making excellent progress and that students learned as well through courses taught by television as they did through traditionally taught courses. More recent reports of studies on instructional television are not nearly as favorable toward ITV, and in fact are quite critical towards it. The positive findings of the early research was treated first, followed by the negative findings of the research.

Positive Findings of Research on ITV

In 1964 Robert W. Jones indicated that, "The review of a decade of research on the instructional efficacy of television has demonstrated that as a teaching medium, television is at least as

³Presley D. Holmes, Jr., "Television as an Instructional Medium," Televised Instruction, a series of lectures from Wayne-R. C. A. Invitational Conference on Televised Instruction, June 19-22 (Detroit: Mass Communications Center, Wayne State University, 1962, p. 56.

effective as the classroom lecture."⁴

In agreement with Jones, Christopher Reid and Donald W. MacLennan through their study concluded that:

By far the largest category of research is that of "relative effectiveness" studies, in which the performance of students instructed via television has been compared with the performance of others instructed directly, or face-to-face, by a teacher in the usual way.

The vast majority of these studies revealed "no significant differences" in measured performance between students who were taught directly.⁵

The Ford Foundation, in studying teaching by television, reviewed the ITV programs at Miami, Penn State, and San Francisco State and found some pertinent information regarding the value of ITV as a means of teaching. In a summary of the findings at Penn State University it was indicated that:

1. In 29 out of 32 controlled comparisons in seven different courses, there were no significant differences in achievement between students taught via closed-circuit television and those taught in the conventional manner. (The same teachers were used in each pair of comparisons.)

⁴ Robert W. Jones, "Pre-existing Attitudes of College Students to Instructional Television," Audio-Visual Communication Review, 12:325, Fall, 1964.

⁵ J. Christopher Reid and Donald W. MacLennan, Research In Instructional Television and Film, U.S. Department of Health, Education, and Welfare (Washington: Government Printing Office, 1967), p. 2.

2. In three different courses, there were no significant differences between scores on course-related attitude tests taken by students taught via TV and those taught by the same teachers in the conventional way.
3. Student responses show that on the average 78 percent of students thought that the use of television was either a "very good" or "fairly good" means of teaching courses with large enrollments.
4. Students in TV classes ranked televised instruction first over conventional instruction in classes of 200 taught by the same instructor or classes of 45 taught by graduate assistants.
5. In five courses students were given instruction via television, and in face-to-face situations by the same teachers. They were then given a choice between the two methods of instruction for the remainder of the semester. On the average, students chose televised instruction six to four over face-to-face instruction by the same teacher in a large class.⁶

In a study by Glenn Starlin and John E. Lallis, it was found that "students felt that ITV lectures were at least as good as face-to-face lectures. . . ."⁷

A study done by Dewey B. Stuit indicated that students who took a course titled, "Greeks and the Bible," thought that they were equally stimulated and learned about the same from the face-to-face

⁶ Teaching by Television, A report from the Ford Foundation and Fund for the Advancement of Education (New York: Ford Foundation, 1961), pp. 30-31.

⁷ Reid, p. 170.

or ITV portions of the course.⁸

Hideya Kumata summarized the findings of research done on instructional television when he wrote:

. . . the major findings of the research done on instructional television were: (1) On subject-matter tests, no significant differences was the overwhelming finding in comparisons of television students with conventionally taught students, (2) on short-term retention tests on subject-matter content, the usual finding was that of no significant difference between TV and conventionally taught students, (3) acceptance of television by students varied, although there was a tendency toward rejection of TV, (4) increasing the size of classes, having proctors in the TV room, providing for talk-back facilities did not have any significant effect on amount learned for television students, (6) Not enough evidence had been obtained to make definite statements about attitude change toward subject-matter content or gain in critical thinking ability, some of the so-called "intangibles" of education, (7) in open-broadcast, adult education courses, acceptance of TV was usually very high. The typical student was a married housewife between 30 and 40 years old with about a year of college education.⁹

Negative Findings of Research Done on ITV

Some early research pointed out some of the weaknesses of ITV. Daniel Tanner, as early as 1959, wrote that:

. . . proponents of video education are quick to point to the findings of many experiments which show that students score at least as well on paper and pencil tests as do conventional classroom students.

⁸Reid, p. 174

⁹Schramm, pp. 177-78.

This argument, however, is not incontrovertible. The fact that no statistically significant differences can be identified is, by itself, insufficient reason to conclude that no important differences actually exist. Many important residues of learning are intangible and extremely difficult to measure, such as reflective thinking, changes in attitude and behavior, creativity and drive for continued learning.

. . . recent attempts at assaying the attitudes of students and instructors toward television as a medium of instruction reveal a heightening of negative reactions. Students in the television classes tend to become increasingly disenchanted in proportion to their exposure to this medium. Their dissatisfactions appear to stem from the lack of direct contact with the instructor. Serious frustrations arise when on-the-spot questions and answers cannot be dealt with effectively via the one-way street of television. As a consequence the perceived significance of the course content, as revealed by student ratings, significantly favors the conventional classroom over the television conditions.¹⁰

In an article titled, "How Effective is Teaching by Television," W. E. Stickel pointed out some serious problems of teaching by television. Among others were, that ITV:

Isolates subject matter--to be mastered for the sake of recall. Little or no opportunity exists for practicing and extending concepts into the total pattern of daily living--rather, concepts and ideas become abstractions to be verbalized.

Assumes that learning takes place through "telling" children, who memorize what has been told in order to recall it at some later date.

Keeps children from active participation, critical thinking, and internalization of learning, reducing them to passive

¹⁰ Daniel Tanner, "TV in the Classroom: Panacea or Pitfall?", School Executive, 79:45-48, October 1959.

recipients of assemblyline prescriptions.¹¹

In the same article, Stickel also evaluated large group instruction by television. He wrote:

Direct teaching to large assemblies via television is an innovation with implications that are even more serious. With the avowed purposes of using television instruction as a major resource, teaching larger classes with fewer teachers, and using fewer classrooms, while at the same time upgrading the quality of education, this project has basically ignored research developments related to child growth and development, the psychology of learning, and the field of sociology.¹²

Judith Murphy and Ronald Gross, in 1966, completed an appraisal of the status and future prospectus of instructional television. They wrote a rather complete synopsis of their findings in an article called, "The Unfulfilled Promise of ITV." Some of the more pertinent points made in the article were:

. . . television has hardly transformed the way we "do" education, nor has it significantly improved the learning of most students. In short, TV is still far from fulfilling its obvious promise. Television is "in" education all right, but it is still not "of" education.¹³

¹¹W. E. Stickel, "How Effective is Teaching With Television?" Instructor, 69:4, January 1960.

¹²Stickel, p. 4.

¹³Judith Murphy and Ronald Gross, "The Unfulfilled Promise of ITV," Saturday Review, November 19, 1966, p. 88.

Three specific conclusions were made by the writers.

These were:

1) there is a surprising amount of televised instruction in America's schools and colleges, though not really as much as available statistics suggest; 2) very little of it is "good," by any definition of the word; and 3) somehow the potentiality for real achievement is still there, ready to be harnessed to educational purposes.¹⁴

The writers found there were a number of success stories dealing with instructional television. However, they felt these stories were not too valid, for they indicated:

. . . even the success stories, by and large, support the charge that television has been used chiefly to shore up traditional classroom methods and output.

Rarely have television's distinctive characteristics been thoroughly exploited to change and improve instruction. With certain honorable exceptions, ITV has merely transferred conventional teaching techniques to the screen, or served as a conduit for other media; films, slides, etc. Done right, with well-prepared, stimulating teachers or superb materials selected from other media, such uses of television certainly enhance learning.

Far too much ITV transmits no more than a fuzzy image of a teacher teaching in a traditional way, using the traditional and impoverished resources of the classroom.¹⁵

The principal reasons, cited by the writers, for the failure of ITV to live up to its potential were that ITV is "a product mediocre in quality; and a product put to indifferent classroom use."¹⁶

¹⁴Murphy, p. 88.

¹⁵Murphy, pp. 89, 103.

¹⁶Murphy, p. 104.

The authors cited a study made by Edwin G. Cohen who found that:

The product [ITV] was generally deficient by every measure, including technical quality, accuracy and adequacy of content, and instructional effectiveness. Reasons for this dismal finding included; excessive concentration on local use; lack of instructional focus; and insufficient exploitation of TV's distinctive characteristics. Said Cohen: "Instructional television is too difficult to initiate, too costly to maintain, and has too valuable a potential for education to risk GIGO (computer slang for 'garbage in, garbage out')." ¹⁷

Another writer, Jack E. Gill, agreed with Gross and Murphy that ITV has not lived up to its potential nor tapped its unique characteristics. He wrote:

ITV--instructional television--is in a transitional position today, but most of the people in the field don't know it.

Fifteen years ago when the use of television for formal instruction began to reach notable proportions, as more and more educators entered the field and made their collective influence felt, nothing was more natural than to adopt a form of instruction that had already been tried and found relatively effective. This was, of course, the classroom teacher. Traditionally the center of interest in any classroom, this individual was now moved in front of the camera and backed up with a staff usually consisting of a content specialist and television production specialist. In the best of circumstances this resulted in an excellent series of presentations of knowledge in some content area. But it was just that--a presentation of facts complete with conclusions. ¹⁸

¹⁷ Murphy, p. 104.

¹⁸ Jack E. Gill, "ITV: Move Up or Move Out!", Educational Screen and Audiovisual Guide, 48:10, May 1969.

An article in the American Association of University Professors Bulletin, written by Richard J. Meyer, made a call for research to be done in the area of television's unique characteristics and its ability of programming. It was indicated that much research had been done in the areas of the engineering and hardware of TV but almost none had been made or was being made "with the software or programming aspects of the medium."¹⁹

The author said:

. . . television programs and college credit and noncredit courses are being produced meat-grinder fashion throughout the United States. These appear on closed-circuit as well as open-circuit television. The entire area of pure research into the nature of the television medium and its application to the various problems of higher education remains untapped.²⁰

James J. Zigerell wrote one of the more critical articles written in regard to ITV. He began his article with:

The more dyspeptic critics of instructional TV agree that if TV were to disappear from schools and school systems this very day, very few would know it was gone. Only a few, I am sure, would mourn its departure.

It is unfortunately true that television has not made the dent in education some of us have been hoping it would. It has

¹⁹Richard J. Meyer, "A Critical View of Television and Higher Education," American Association of University Professors Bulletin, 56:106, March 1970.

²⁰Meyer, p. 106.

remained disappointingly "marginal."²¹

Zigerell further said there is a great deal of data to prove that teaching can be done effectively by TV and students can learn effectively. He stated, "there is no evidence, however, that students learn more from TV than from conventional instruction-- only as well."²²

Holmes, in agreement with Zigerell, in regard to the type of testing that television has been subjected to said,

Television has been tested perhaps more than anything else in the last decade. It's been tested against an "ideal" standard which has been described as the conventional classroom, or conventional teaching. I'm not so sure that, in reality, this is a proper standard.²³

Harold F. Niven joined with the above cited writers in observing that,

In many instances it has been generally concluded that instructional television is as an effective a medium of teaching as conventional methods for instructing college and university courses. This is not the case, too much has been assumed.

No research has been reported at the present time that has been concerned with the educational objectives of higher

²¹ James J. Zigerell, "Televised Instruction: Where Do We Go From Here?", Educational Technology, 9:72, Spring 1969.

²² Zigerell, p. 73.

²³ Holmes, p. 53.

education included in the affective domain; appreciation, values, interests and judgment. Teachers generally do not state these objectives very precisely and covert feelings and emotions are significant to this domain as are the overt behavioral manifestations, therefore increasing the difficulty of measurement. However, a comprehensive examination of this domain should be undertaken in relation to television teaching and learning.²⁴

Hideya Kumata found that a great deal of research had shown that the attitude of students toward television was largely negative. He stated,

Student attitudes toward teaching by television are largely negative. This statement must be qualified, however, by type of student involved. Acceptance seems to be enthusiastic by students in elementary schools and by adult students in open-broadcast situations. High School and university students tend to reject television, with university students the most negative. Confronted with the question of whether they would take another course by TV, the majority chose the conventional class.²⁵

Summary of the Advantages of Instructional Television

There were a number of articles which pointed out the advantages of ITV. The best summary of these was found in an article written by Hayden K. Smith. The advantages listed were:

1. Television has immediacy; on the spot news broadcasts, presidential inaugurations, political conventions, and the like.

²⁴ Harold F. Niven, "Instructional Television as a Medium of Teaching in Higher Education" (unpublished Doctoral dissertation, Columbus: Ohio State University, 1958), pp. 151-53.

²⁵ Schramm, p. 182.

2. Television has intimacy: each student has a front row seat and it appears that the personality is talking directly to him.
3. Television is a synthesizer; not only does it compress time and space and edit reality but it can utilize, in a single medium, virtually all of the classroom tools of instruction.
4. Television is a mass or large group medium; no group is too large and certain subjects lend themselves well to this approach.
5. Television is a vehicle for the specialist and the master teacher; unique skills or knowledge possessed by specialists or knowledge possessed by master teachers can be shared by many (often called the D. D. T. or spray-gun approach where you spray the master teacher across the countryside).
6. Television has flexibility (within the confines of the studio); with its several cameras and lenses, the close-up, the long, and the medium shots can effectively zoom in on instruction.
7. Television can reproduce itself; through kinescope and videotape the problem of scheduling has been partially overcome.²⁶

Summary of the Disadvantages of Instructional Television

In spite of the many advantages of ITV, there are certain disadvantages which tend to reduce its effectiveness. These disadvantages, also cited by Smith, were:

1. Television is a one-way communication medium; the absence of "feedback" can present serious problems.
2. Television forces the viewer to accept the program at the rate it is transmitted; this is the most serious disadvantage of "canned" programs, for you cannot stop and start them at will. Added to this is the problem of editing reality and compressing time and space which may result in misconceptions and oversimplification.
3. Television is a costly medium; despite the reduction in costs, it is beyond the reach of many school districts.

²⁶ Hayden R. Smith, "What's Wrong with ITV?" Education, 89:258, February 1969.

4. Television will always present a scheduling problem; this was the downfall of school radio. However, if the school invests large sums of money in television, teachers will be forced to fit it into their schedules.
5. Television must continually upgrade the quality of its programs; many stations are operating on a shoestring budget and their programs show it!
6. Television is designed for the large group approach; it is the antithesis of individualized instruction.²⁷

The Importance of Properly Trained TV Teachers and Technicians

There is much information written which calls for the training of teachers who are to teach on TV. W. P. Fidler noted that:

. . . a telecourse requires about twice as much of the teacher's time and effort as a conventional classroom course. It is doubtful that the ITV job can be done professionally, from a technical as well as an academic point of view, with so little "released time" of the instructor.²⁸

Edward Stasheff, in an article entitled, "Television: An Effective Arm for the Teacher," urged that a school should not begin using television without making two types of preparation: "first, making sure that the equipment will function properly; and second, taking steps to train classroom teachers in the use of the new

²⁷Smith, pp. 258-59.

²⁸W. P. Fidler, "Educational Television: A Faculty Point of View," American Association of University Professors Bulletin, 45:213, June 1959.

medium. . . ."29

James E. Hall noted that "The lack of training and background experience of school personnel responsible for television programming has resulted in some 'dull' television lessons."³⁰ He went on to say, "With time provided to study and prepare, a teacher's television lesson may be more dramatically effective than his normal classroom presentation."³¹

Zigerell joined with the above cited writers in observing that, "Too much television consists of the relentlessly talking face; not enough people with broadcast training and experience are calling the shots."³²

In the Ford Foundation report already cited (see page 42), two problems are pointed out which were related to the preparation of TV teachers; these were:

The problem of finding, recruiting, and training studio teachers. Generally speaking, good classroom teachers make good television teachers, but there are special techniques many

²⁹Edward Stasheff, "Television, An Effective Arm for the Teacher," National Catholic Education Association Bulletin, 60:317, August 1963.

³⁰Hall, 10:S.

³¹Hall, p. 519.

³²Zigerell, p. 75.

teachers must master in using television as a medium of instruction.

The problem of integrating the telecast part of the lesson and the classroom "follow-up" into a unified, meaningful whole. This involves the whole question of the role of the studio teacher and the role of the classroom teacher as members of a teaching team--a question that needs much fuller exploration.³³

John W. Meaney in his book, Televised College Courses, wrote:

Greater improvement [of ITV] will also come when TV teachers are assigned sufficient staff assistance and professional production personnel and when these teaching-producing teams are given the time to plan and prepare the quality of instruction which they know is possible with the aid of television.³⁴

A committee formed to study college and university teaching made the following statement in regard to ITV:

Adequate preparation for a television course, whether by live broadcast or recording, requires considerable time and effort for the writing and revision of scripts, planning of course assignments and tests, participation in rehearsals, and the distribution of informational materials to students. The teacher may, therefore, need to devote full time for the period of a term or more to these activities. While the course is being given, the demands on the teacher include not only appearance before the camera but also communications and conferences with students, evaluation of their work, keeping of course records, and also supervision of academic and clerical assistants. In some circumstances, accordingly, a one-semester course may

³³Teaching by Television, p. 31.

³⁴John W. Meaney, Televised College Courses (A report from the Ford Foundation and Fund for the Advancement of Education [New York: Ford Foundation, 1962], p. 36.)

constitute a full year's load for the teacher.³⁵

The Television Media Is an Aid
to the Classroom Teacher

In its inception, ITV was looked to as the answer for all of the ills of American Education. It is no longer held in this light, but is put forth as an aid to the classroom teacher and not as a mechanical device to do away with the teacher.

In the Smith article (see page 51), the above fact was supported. "Instructional television is not a panacea or cure-all for the problems or ills of education. It is another in the long line of innovative tools at the disposal of the classroom teacher. . . ."³⁶

In the same article Smith also said, "Now that the wild-eyed extravagant claims are behind us, teachers can accept television for what it is; an instructional tool--no more, no less."³⁷

The Ford Foundation study (see pages 42, 53) indicated that:

Television is not a panacea that will cure all the ills of American education or solve all its problems. It has been described, and rightly so, as the most important new educational tool since the invention of movable type, but like the textbook the new medium is essentially just that--a tool. Like a tool, it can be misused or badly used. But if it is wisely and imaginatively

³⁵Statement on Instructional Television, Committee on College and University Teaching, Research and Publication, American Association of University Professors Bulletin, 55:89, March 1969.

³⁶Smith, p. 258.

³⁷Smith, p. 259.

used, television can play a major role in broadening and enriching the education of American students.³⁸

Leonard Wolf seemed to be in harmony with Smith and the Ford Foundation study for he pointed out that:

Now, how can a televised lesson be used? My own hope is that it will always be used as an adjunct to, not as a substitute for, the classroom situation. The televised lesson can never be more than a resource, a further and useful device--along with maps or models or photographs or printings of eye-witness accounts. The televised lesson is a kind of animate artifact useful as a tool, useless as an end in itself. The responsibility for the education of students must rest with living persons. In a society that values humanity, the absolutely mechanized classroom will never happen. In the ultimate sense, mechanized teaching is inefficient. By definition the teacher stands by to answer the question that has not yet been asked. No machine can ever fulfill this task.³⁹

Brother A. Francis, a Catholic priest, joined with the above writers in observing that:

Instructional television is not a panacea for educational ills or a magic formula for successful teaching. As a tool it will be just as effective as the teacher who uses it. However, television can efficiently and economically extend the rich educational outcomes of good teaching. It permits the gifted and experienced teacher to reach many more students. The creative teacher is furnished with seemingly limitless possibilities of using graphic

³⁸ Teaching by Television, p. 68.

³⁹ Leonard Wolf, "Notes on Television Teaching," Clearing House, 35:455-56, April 1961.

materials of all types at the mere pushing of a button.⁴⁰

Henry R. Cassirer pointed out that teaching by television will not be the only type of teaching, when he indicated:

. . . most of the educators engaged in the use of television would not want to limit themselves to this medium of communication. They envisage the use of television where it meets strongly felt needs, and makes significant contributions either from an administrative or an educational point of view. But they envisage equally the use of other forms of education which are carried on simultaneously. Some consider such a multiplicity of learning experiences a real contribution to student learning.⁴¹

In the early years of educational television there appeared to be a concern of some teachers that the TV media would replace the classroom teacher. This feeling led to the following reaction:

The chief concern of conference participants who spoke for classroom teachers was to affirm their belief that education television should be offered as another audio-visual resource, supplementing classroom teaching by bringing in materials not otherwise available. They opposed direct teaching by television and felt that the classroom teacher should have complete freedom to select or reject any television lessons offered.⁴²

⁴⁰ Brother A. Francis, "Educational TV--A Principal's Point of View," National Catholic Education Association Bulletin, 60:309, July 1963.

⁴¹ Henry R. Cassirer, Television Teaching Today (Paris: Imprimerie Jouve, 1960), p. 71.

⁴² Finette P. Foshay, "Interaction in Learning: Implications for Television," A report of a seminar held at N. E. A. headquarters, Jan. 31-Feb. 3, 1959, pp. 52-53.

Charles E. Siepmann, in harmony with the above statement, wrote:

It is foolish and beside the point to argue that this kind of teaching [TV] can never replace normal teacher-student relations in the classroom. Obviously it cannot, will not, should not. No one ever said it could. This is argument by irrelevance. The proper and pertinent question is what place such teaching has in the overall experience of students at school.⁴³

Leon C. Fletcher joined with Siepmann when he observed:

A TV set is a piece of equipment, not a teacher. What is taught and how it is taught depends on a teacher. TV itself does not make a lesson good or bad. TV does not replace the teacher with a robot. Effective telecasts depend on the teacher and associated personnel to place, organize and follow through on learning situations.⁴⁴

Wilbur L. Schramm, the director of the Institute for Communication Research of Stanford University, and one who has studied and written much on educational television summed up the fact that television would not replace the classroom teacher when he wrote:

⁴³ Charles E. Siepmann, TV and Our School Crisis (New York: Dodd, Mead & Company, 1958), p. 93.

⁴⁴ Leon C. Fletcher, Instructional Television Review (Educational Television Research Association, California: Pacific Coast Publishers, 1961), p. 54.

Whereas the new medium [TV] . . . is not a miracle drug for educational systems, it is a tool of great potential power for teachers and administrators. It offers an uncommon opportunity, if used efficiently and appropriately, to help education go further, do more, and do it better.⁴⁵

Suggestions for the Improvement of Instructional Television

As has been previously pointed out, ITV has not measured up to its potential and there were many writers who made suggestions for the improvement of ITV.

Zigerell noted that the ends and needs to be served by ITV should be brought into focus before TV was introduced. He wrote:

A faculty or administration thinking of introducing TV into the instructional program of a college should do so only after identifying the ends, or needs, that can best be served by TV. Too often, as all of us know, administrators and TV specialists, bemused by the magic of the technology itself and buoyed by funds from a variety of sources, have eagerly brought equipment and built studios without attempting to tie TV to the school's total educational program, or without attempting to determine the real needs to be served, if any.⁴⁶

He went on to suggest that:

. . . whatever is put on television should be something a little special: a visually rendered or enhanced lecture; a well-structured presentation; an engaging lecturer of note not usually

⁴⁵ Wilbur L. Schramm, et al., The New Media: Memo To Educational Planners (Paris: Unesco, 1967), p. 172.

⁴⁶ Zigerell, p. 74.

encountered in a classroom. Of course, it is not enough to present only a renowned scholar or personality.⁴⁷

There were several suggestions that ITV should use all of the elements which will enhance the productions and make ITV come up to its potential.

Meaney drew attention to some of the elements that need to be used by ITV when he wrote:

. . . television users expect ITV results . . . to be substantially improved when telecourses can afford to include such elements as professional art work and graphics, animation, filmed sequences, carefully prepared demonstrations, recorded statements by the greatest living authorities in every speciality--all of the industrial, scientific, artistic, and cultural resources now occasionally introduced to such good effect in commercial television spectaculars.⁴⁸

Ziegerell seemed to be in harmony with Meaney, for he said:

Only the most effective teaching should be televised, whether on closed- or open-circuit. And it is particularly important that a genuine effort be made to exploit the potential of the medium itself for the instruction of the younger student. Animation techniques, filmed inserts, dramatizations--all the devices that make for exciting television--should be employed and subordinated to the end of encouraging the student to discover things, to make inferences, and the like.

If TV is made to seem a more exciting instructional medium on campus, a new generation will accept it. Extensive uses for

⁴⁷ Ziegerell, p. 75.

⁴⁸ Meaney, p. 36.

mass instruction in secondary schools and colleges will be regarded with hostility, however, on the ground that such uses are still more dehumanizing of student life than other factors now creating unrest.

To become an integral part of instructional patterns, TV must be combined more and more with devices and procedures that individualize instruction rather than mass produce it.⁴⁹

One important item, which is often overlooked, that would alleviate some of the student anxiety toward ITV, was brought out by Owen S. Rich, T. M. Williams, and Richard Poll, in their study of a History 170 course taught at the Brigham Young University in which they suggested, "that there is a need for a carefully prepared orientation program which should precede the student's first exposure to instructional television."⁵⁰

Wilma McBride listed twelve suggestions for the improvement of instructional television:

- more presentation of raw data and less presentation of conclusions
- more ways in which pupils can participate during the program
- more ways of obtaining feedback during the program
- more posing of problems and raising of questions
- more pauses--silences--for assimilation
- more cliff hangers
- more statements that cause children to think and do something in response
- more open ended programs
- more studio demonstrations
- more visualizations, less commentary

⁴⁹Zigerell, p. 76.

⁵⁰Rich, p. 27.

- more use of resources which are outside the range of the classroom
- more pacing to fit maturity level of learners and the content which is being developed.⁵¹

Clair R. Tetterer, who wrote his dissertation in the area of instructional television programs, emphasized that if televised instruction was to be effective three key factors must be considered; these factors were:

1. The development of a capable production organization
2. The use of specific production procedures, and
3. The development and use of effective classroom utilization and evaluation procedures.⁵²

He went on to say, "The selection of the content for the programs is second in importance only to the selection of the television teacher."⁵³ He continued in the area of the content of the material to be broadcast by television when he said:

The selection of the content for the programs is second in importance only to the selection of the television teacher. Television programs must be accurate and significant--contribution to the learning experience of the class must be obvious.

⁵¹Wilma McBride (ed.), Inquiry: Implications for Televised Instruction (Washington, D. C.: National Education Association, 1966), p. 64.

⁵²Clair R. Tetterer, "Tested Procedures for the Development of Effective Instructional Television Programs" (unpublished Doctor's dissertation, Columbus: Ohio State University, 1962), p. 216.

⁵³Tetterer, p. 217.

In making the selection of content, three factors must be kept in mind. The context (1) must be based on class needs; (2) it must fit the maturity level of the class; (3) it must make use of the special qualities of television.⁵⁴

Tetterer further recommended that the improvement of instructional television would depend on:

1. Encouraging more able people to enter the instructional television field;
2. Providing adequate initial training for television teachers;
3. Providing adequate financing to furnish the talent and facilities required for superior production;
4. There needs to be further experimentation to find and use the unique advantages which television offers for instructional use.
5. Colleges, universities, large school systems and educational television stations should establish and maintain systems of in-service workshops which would work constantly with teachers toward the improvement of television utilization.⁵⁵

Tetterer, from his experience in directing the Ohio School of the Air and his doctoral studies, made the following ten generalizations in regard to instructional television:

1. Television when used for instruction must make a significant contribution to the learning process.
2. An instructional television program must be based on real class needs.
3. Program planning must include classroom teachers.
4. Program plans and production procedures must be related to the intended use of the program.
5. The programs should be of high quality, with superior teaching, and imaginatively produced.

⁵⁴Tetterer, pp. 218-19.

⁵⁵Tetterer, pp. 222-24.

6. A flexible approach to the amount of television support given a curriculum area must be maintained.
7. Educators must maintain a continuous experimental approach to instructional television.
8. Instructional use of television must reinforce the intimate character of the medium.
9. Television lessons must be examples of excellent teaching.
10. School administrators must give active support to the use of television.⁵⁶

He concluded his remarks on the improvement of instructional television when he wrote:

Educational television is purposeful. This purpose must always be clear and well defined. Producers and teachers must constantly ask themselves why a specific thing is being taught at all and next why it is being taught this way by television.⁵⁷

Another point, often emphasized, to improve instruction by television is that adequate time is needed to prepare a proper television presentation. Lawrence F. Costello commented on this when he wrote:

Once we begin teaching by television, the classroom formerly shielded by a closed door is in the spotlight, quite literally. Now, time and skill which should have been applied to instruction in the classroom must be applied to the television lesson. Now we are forced to our best efforts to give adequate time (a full day if need be) to the shortest lesson.⁵⁸

⁵⁶Tetterer, pp. 121-26.

⁵⁷Tetterer, pp. 219.

⁵⁸Lawrence F. Costello, Teach With Television (New York: Hastings House, 1965), p. 71.

One year following the beginning of broadcasting by educational television, the following list of seven points was made under the heading: "A list of a criteria of a 'good' educational TV program."

1. It seeks to educate, by which is meant it seeks to produce desirable changes in the behavior of viewers. These changes might be in knowledge, understanding, attitude, skill, interest, or values--and preferably in several of these aspects of learning.
2. It has clear, specific, and attainable educational purposes. The planners of a good educational TV program know what they want to accomplish and keep their goals within the limitations of the medium, the time available, and the resources at their command.
3. It uses methods of presentation that are appropriate to the objectives sought. It does not blindly borrow methods from commercial TV, the classroom, or any other source without regard to its appropriateness to the subject.
4. It involves the view in some sort of participation. It gives the viewer a part in the process--a task, requiring either thinking or acting. Learning can probably never be purely passive.
5. It uses other media, when appropriate, to reinforce its effect. It makes use of books, films, newspapers, written lessons, personal counseling, and other educational instruments.
6. It establishes a climate conducive to learning. It builds a relationship of warmth, mutual respect, and dignity between the program and the viewer. It is interesting and rewarding.
7. It accepts responsibility for outcomes. It projects the consequences of its actions and avoids those that are negative. It has integrity.⁵⁹

⁵⁹ TV Learning To Use It, Adult Education Association, Council of National Organizations (New York: The Cooper Union, 1954), p.

(Numbers 3 and 4 were left out of the list of nine points; they referred to off-campus projection of TV.)

One of the more successful programs of instructional television has been the Washington County, Maryland, ITV program. This closed-circuit educational television program has connected nearly all of the schools of Washington County by cable with the television studio. It began its operation in 1956 and has continued to the present. Because the teaching by television has been used quite extensively in Washington County, they have been able to determine some of the criteria for successful television instructions.

In a report of the Washington County television program it was pointed out that:

There is no magic in television. It is simply a mechanical device, a one-way channel of communication which has many advantages and certain shortcomings. It can be used well or poorly. A teacher can stand before a television camera and lecture for fifty-three minutes, as he might in a classroom. But this will accomplish little, because transferring the standard classroom performance to a twenty-one-inch screen merely diminishes it in size. A teacher can, however, use television to bring into the classroom people, creatures, and places that pupils could never see otherwise. The teacher is then using television to advantage.⁶⁰ (Italics added)

⁶⁰ Washington County Closed-Circuit Television Report (Hagerstown, Maryland: Maryland Department of Education, 1965), p. 37.

Washington County has claimed that because of the use of television their students have achieved higher in certain subject areas. Some of the reasons given for this higher achievement were:

One factor, and perhaps the most important one, is this: in many early attempts to use television in the classroom, studio teachers employed traditional classroom methods. They made little use of television's special advantages. Washington County has tried to avoid this. The county teaching staff has tried to capitalize on television's unusual capabilities, and to use them as an addition to ordinary classroom activity, not as a substitute for it. Studio teachers, in other words, try to provide what the classroom teacher cannot.

Other factors have been important, too. Television has been used more extensively over a longer period in Washington County schools than anywhere else. This has focused attention on improvements of curriculum and teaching methods in a way and to an extent never before possible, and this attention to curriculum and to teaching methods has had a direct bearing on test results.⁶¹ (Italics added)

The Denver-Stanford ITV Research Project, a project with the purpose of learning how instructional television can best fit into the total teaching situation, found that:

- there is nothing magical about television itself. Uninspired or unimaginative teaching is not improved by televising it; in fact, just the opposite is true.
- the quality of television lessons must be very high if the viewers are to have and maintain interest in the series.
- a television teacher must be an expert in teaching per se, but more than that, he must have a subtle, almost undefinable quality--those closely associated with the media call it "sparkle." This quality enables him to project himself, his personality, and his teaching through a picture tube and have

⁶¹Washington County, p. 47.

- people of various ages and backgrounds relate to him and his teaching.
- the greatest care must be exercised first in selecting the TV teacher and then in selecting the production team to work with him.
 - viewpoints must be harmonized before the teacher, other talent, director, and producer-writer can function as a team; this is especially true in the TV context since most of these people, by the nature of their work, are basically "artists," and differences among them are often great.
 - television teaching, especially via open-circuit TV, is subject to the closest scrutiny; and unsolicited outside comments, often hypercritical, are certain to be encountered, especially where the subject field is rapidly changing.⁶²

Summary

There has been much research done on ITV to determine whether it has made a worthwhile contribution to education. The current trend of the research indicated that ITV has reached a plateau of mediocrity and has not lived up to its predicted potential.

There were many advantages and disadvantages of ITV listed. It appears, after a careful review of the literature, that if ITV is used properly the advantages of ITV outweigh the disadvantages.

The literature was explicit in pointing out the fact that if ITV is to be successful, teachers who teach via TV must have sufficient

⁶² John L. Hayman and James T. Johnson, Jr., Research in Retrospect: Administrative Memoranda of the Denver-Stanford Research Project (Washington: U.S. Department of Health, Education and Welfare, Office of Education, 1964), p. 29.

time provided them for preparation of their subject matter and they must be trained in the use of the TV medium.

It is evident from the research reviewed that ITV cannot take the place of the classroom teacher, and that it is another of the many aids to be used by the teacher to teach more effectively.

Numerous suggestions to improve ITV were found in the literature. The writers indicated that ITV must not be simply a classroom lecture by a teacher, but must use all of the medium to be of value.

Chapter 3

METHODS AND PROCEDURES

The purpose of this study was to determine how students and faculty reacted to the TV enrichment program used in conjunction with Undergraduate Religion 122, the origin, history and teachings of the Book of Mormon, and Undergraduate Religion 242, the history of the LDS Church from 1846 to the present. These courses of study were taught in the College of Religious Instruction at the Brigham Young University during spring semester 1970.

DISCUSSION OF THE INSTRUMENTS

Inasmuch as no instruments were available that could be effectively used to obtain data for the study, two instruments were constructed and were called, Survey of Student Reactions to TV Enrichment Program, and Survey of Faculty Reactions to TV Enrichment Program. Copies of the instruments are found in the Appendix.

Procedures Used in Constructing the Instruments

Several surveys had been conducted in both Undergraduate Religion 121, 122 (Book of Mormon), and Undergraduate Religion

241, 242 (LDS Church History). In the construction of the instruments used in this study, the writer selected some questions used in the previous surveys and formulated the balance of questions used in the questionnaires. The questionnaires were then submitted to the dissertation chairman, committee members and administrators of the College of Religious Instruction for suggestions that would aid in the final construction of the instruments. Following the inclusion of these suggestions and with the approval of the dissertation chairman, the final questionnaires were prepared and administered to students and faculty during the month of May 1970.

THE SAMPLE

A random sample was determined by administering the student questionnaire in all the odd-numbered sections of Undergraduate Religion 122 and all the even-numbered sections of Undergraduate Religion 242. The student questionnaire was administered to the students by individual teachers of each of the sections. Two thousand seventy-eight students enrolled in Undergraduate Religion 122 and three hundred thirty-six students enrolled in Undergraduate Religion 242 filled out the student questionnaire. In order to achieve a high return on the questionnaire, a cover letter stressing the importance of the research was prepared by the writer in cooperation

with the dissertation chairman and signed by Dr. Daniel H. Ludlow, Dean of the College of Religious Instruction (Appendix).

Most of the faculty members, who participated in the survey, filled out the faculty questionnaire following a faculty meeting of the College of Religious Instruction. Other faculty members were contacted and they filled out the questionnaire. Twenty-six (66 percent) of the thirty-nine faculty members teaching Undergraduate Religion 122 and seven (70 percent) of the ten faculty members teaching Undergraduate Religion 242 participated in the survey.

STATISTICAL ANALYSIS

The computer research center at the Brigham Young University was used to compile the data. There were thirty-one questions on the student questionnaire. The number and percentage of students responding in each of the categories on each question were obtained. The data were compiled according to two groups of students, Book of Mormon students, Undergraduate Religion 122, and Church History students, Undergraduate Religion 242.

The same procedure, described above, was used in compiling the data from the faculty questionnaire. The data were compiled for the two groups of faculty members, Book of Mormon, Undergraduate Religion 122 teachers and Church History, Undergraduate

Religion 242 teachers.

Detailed analysis of the above statistics with accompanying tables is given in the succeeding chapter.

Chapter 4

RESULTS OF THE STUDY

The data for this study were obtained from two questionnaires. The first questionnaire, Survey of Student Reactions to TV Enrichment Program, was administered to two thousand seventy-eight students enrolled in Undergraduate Religion 122 (Book of Mormon), and to three hundred thirty-six students enrolled in Undergraduate Religion 242 (Church History), making a total of two thousand four hundred fourteen students.

The second questionnaire, Survey of Faculty Reactions to TV Enrichment Program, was given to twenty-six Book of Mormon teachers and seven Church History teachers, making a total of thirty-three teachers.

REACTIONS OF STUDENTS AND FACULTY ON TWELVE SELECTED QUESTIONS

The two questionnaires were constructed in order that there would be twelve questions worded almost the same that would be answered by both faculty and students. Responses to these twelve questions are discussed below.

The Attitudes of Students are
Generally Unfavorable Toward
the TV Enrichment Program

It was found that 10 percent of the faculty members strongly agreed that the attitudes of students were unfavorable toward TV, 43 percent agreed and 19 percent were undecided. Twenty-five percent disagreed that the attitudes of students were unfavorable toward TV and 3 percent strongly disagreed (Table 1).

The students indicated that 7 percent were very favorable, 29 percent favorable, 24 percent indifferent toward the TV program. It was also noted that 22 percent were unfavorable and 18 percent very unfavorable toward the TV program (Table 2).

The TV Enrichment Program
Should be Continued next Year

Both the faculty and the students were asked to respond to the question: "In my opinion, the TV enrichment program is valuable enough to be continued next year." Thirteen percent of the faculty strongly agreed and 50 percent agreed that the TV program should be continued, while 13 percent disagreed and 3 percent strongly disagreed or felt that the TV program should not be continued. There was 21 percent of the faculty who were undecided as to whether the TV program should be continued or not (Table 3).

The students felt somewhat differently than the faculty.

Table 1

Faculty Response to the Question: In My Opinion, the Attitudes of Students are Generally Unfavorable Toward the TV Enrichment Program
(n = number; P = percent)

	Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	2	8	11	44	4	16	7	28	1	4	25
Church History teachers	1	14	3	43	2	29	1	14			7
Totals	3	10	14	43	6	19	8	25	1	3	32

Table 2

Student Response to the Question: My General Overall Feeling
About the TV Enrichment Program Is

	Very Favorable		Favorable		Indifferent		Unfavorable		Very Unfavorable		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	148	7	544	27	483	24	490	24	388	18	2,053
Church History students	34	11	104	32	90	28	52	16	40	13	320
Totals	182	7	648	29	573	24	542	22	428	18	2,373

Eleven percent of the students strongly agreed and 29 percent agreed that the TV program should be continued, whereas 21 percent disagreed with 14 percent who strongly disagreed that the TV should be continued. Twenty-five percent of the students were undecided (Table 4).

The TV Presentations Aid the
Students in Their Acquisition
of Subject Matter

Three percent of the faculty felt that the TV presentations had added very greatly to the students' knowledge of the subject matter, 32 percent indicated they had added greatly, 59 percent felt that the students had gained some subject matter and 6 percent felt very little subject matter had been gained (Table 5).

In answering the same question the students responded as follows: Ten percent felt their viewing of the TV presentations had added very much to their knowledge of the subject matter. Twenty-one percent indicated much, 41 percent some. On the negative side, 21 percent felt they had gained little knowledge of the subject matter via the TV presentations and 7 percent felt they had gained no knowledge of the subject matter by attending the TV presentations (Table 6).

Table 3

Faculty Response to the Question: In My Opinion, the TV Enrichment Program
Is Valuable Enough to be Continued Next Year

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	4	16	12	48	5	20	4	16			25
Church History teachers			4	57	2	29			1	14	7
Total	4	13	16	50	7	21	4	13	1	3	32

Table 5

Faculty Response to the Question: In My Opinion, the TV Presentations Aid the Students in Their Acquisition of Subject Matter

	Very greatly		Greatly		Some		Very little		None		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	1	4	8	32	15	60	1	4			25
Church History teachers			2	29	4	57	1	14			7
Totals	1	3	10	32	19	59	2	6			32

Table 4

Student Response to the Question: In My Opinion, the TV Enrichment Program
Is Valuable Enough to be Continued Next Year

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	203	10	569	28	414	20	496	25	345	17	2,027
Church History students	44	14	102	32	71	23	58	18	42	13	317
Totals	247	11	671	29	485	21	554	25	387	14	2,344

TV Presentations Should Provide
Additional Information to that
Presented in the Live Class

The faculty was asked, "In my opinion, the TV presentations should provide additional information to that presented in the live class." Sixty-six percent of the faculty strongly agreed and 34 percent agreed that the TV program should provide additional information to that presented in the live class. They were not asked for negative responses (Table 7).

The students were asked if the TV presentations introduced new material. Sixty-six percent of the students answered that they had been introduced to new materials on TV and 34 percent indicated that they had not received any new information from the TV presentations (Table 8).

Number of TV Presentations
Seen During the Semester

Responses of the faculty to the question, "How many TV presentations have you seen?", were as follows: Nine percent of the faculty had seen none of the TV presentations, 16 percent had seen from one to three, 16 percent had seen from four to six and 43 percent had seen from fifteen to sixteen of the TV presentations (Table 9).

The students were asked, "How frequently did you attend TV presentations this semester?". They indicated that 15 percent had

Table 7

Faculty Response to the Question: In My Opinion, the TV Presentations Should Provide Additional Information to that Presented in the Live Class

	Strongly agree		Agree		Total
	n	P	n	P	
Book of Mormon teachers	17	68	8	32	25
Church History teachers	4	57	3	43	7
Totals	21	66	11	34	32

Table 8

Student Response to the Question: Were You Introduced to New Materials on TV Which You Considered Important to Know and Which Were Not Provided by Your Instructor?

	Yes		No		Total
	n	P	n	P	
Book of Mormon students	1,334	66	674	34	2,008
Church History students	193	62	118	38	311
Totals	1,527	66	792	34	2,319

Table 9

Faculty Response to the Question: How Many TV Presentations Have You Seen?

	None		1-3		4-6		7-9		10-14		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	3	12	3	12	4	16	5	20	10	40	25
Church History Teachers			2	29	1	14			4	57	7
Totals	3	9	5	16	5	16	5	16	14	43	32

attended all fourteen of the presentations, 34 percent had missed from one to three, 18 percent had missed from four to six, 9 percent had missed seven to nine and 24 percent had missed from ten to fourteen of the TV presentations (Table 10). It is of interest to note that 33 percent of the students had missed half the TV presentations given during the semester.

The TV Presentations Provide
Little that Should Not be
Provided Through Films and
Other Visual Aids during the
Regular Class Period

Forty-one percent of the faculty disagreed that the TV presentations provided little that should not be provided during the regular class period with 13 percent who strongly disagreed. There were 16 percent who strongly agreed and 8 percent who agreed. Twenty-two percent were undecided (Table 11).

Sixteen percent of the students strongly agreed that the TV presentations provided little that should not be provided in the regular class period. Twenty-nine percent agreed that those items presented via TV should be done in the classroom. Twenty-three percent disagreed, 4 percent strongly disagreed and 28 percent of the students were undecided (Table 12).

Table 10

Student Response to the Question: How Frequently Did You Attend the TV Presentations This Semester?

	Always		Missed 1-3		Missed 4-6		Missed 7-9		Missed 10-14		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	344	18	691	37	322	15	180	8	503	22	2,050
Church History students	26	8	105	32	70	21	38	12	88	27	327
Totals	370	15	796	34	392	18	218	9	591	24	2,377

Table 11

Faculty Response to the Question: In My Opinion, the TV Presentations
Provide Little that I Would Not Provide Through Films and
Other Visual Aids in My Regular Class

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	1	4	4	15	4	15	14	54	3	12	25
Church History teachers	2	28			2	29	2	29	1	14	7
Totals	3	16	4	8	6	22	16	41	4	13	32

Table 12

Student Response to the Question: In My Opinion, the TV Presentations
Provide Little that Should Not be Provided Through Films and
Other Visual Aids During the Regular Class Period

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	315	16	572	29	567	28	448	24	67	3	1,969
Church History students	53	18	92	30	88	29	58	19	13	4	304
Totals	368	16	664	29	655	28	506	23	80	4	2,273

The Format most Appropriate
for TV Presentations

Both the faculty and the students were asked to give their opinion as to the format most appropriate for TV presentations. In answer to this question, 3 percent of the faculty indicated two TV classes per week with no live class, none of the faculty desired one TV class and one live class per week, 31 percent desired two live classes with one TV class per week, 53 percent preferred two live classes per week and one TV presentation every two weeks, and 13 percent indicated preference for two live classes and no TV classes (Table 13).

The student response to the question in regard to the most appropriate format for the TV presentations was as follows:

Twelve percent of the students indicated one TV and one live class per week, 3 percent indicated no live class with two TV classes, 26 percent indicated two live classes and one TV class per week, 19 percent preferred two live classes per week with one TV class every two weeks, and 40 percent indicated preference for two live classes per week with no TV presentations (Table 14).

TV Presentations in Color
Would Be an Improvement

Thirty-four percent of the faculty strongly agreed and 34 percent agreed that color TV presentations would be an improvement. Sixteen percent disagreed and there were 16 percent who were

Table 13

Faculty Response to the Question: In My Opinion, the Format
Most Appropriate for TV Presentations Would be

	One class		No class		Two classes		Two classes		Two classes		Total
	1 TV		2 TV		1 TV		1 TV every		No TV		
							two weeks				
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers			1	4	10	40	11	44	3	12	25
Church History teachers							6	86	1	14	7
Totals			1	3	10	31	17	53	4	13	32

Table 14

Student Response to the Question: In My Opinion, the Format
Most Appropriate for TV Presentations Would be

	One class		No class		Two classes		Two classes		Two classes		Total
	1 TV		2 TV		1 TV		1 TV every two weeks		No TV		
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	229	11	47	2	509	28	394	19	812	40	1,991
Church History students	48	15	11	4	97	30	51	16	109	35	316
Totals	277	12	58	3	606	26	445	19	921	40	2,307

Table 15

Faculty Response to the Question: In My Opinion, TV
Presentations in Color Would Be an Improvement

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	8	32	9	36	4	16	4	16			25
Church History teachers	3	43	2	29	1	14	1	14			7
Totals	11	34	11	34	5	16	5	16			32

undecided as to whether color TV presentations would be an improvement. None of the faculty strongly disagreed with the question (Table 15).

The students were in agreement with the faculty that color TV presentations would be an improvement. Sixty-eight percent of the students indicated that color TV presentations would be an improvement, 19 percent disagreed and 13 percent were undecided as to whether color TV presentations would be an improvement (Table 16).

The TV Presentations Strengthen Testimonies

Sixteen percent of the faculty felt that the TV presentations strengthened the student testimonies greatly, 63 percent indicated some and 25 percent answered very little (Table 17).

Six percent of the students felt their testimonies had been strengthened very much by the TV presentations, 14 percent said much, 36 percent indicated some, 26 percent said little and 18 percent indicated that the TV presentations had not added to their testimonies at all (Table 18).

To What Degree was the TV Enrichment Material Referred to in the Classroom by the Teacher

Fifty percent of the faculty indicated that they seldom referred to the TV material in their classes, 13 percent never

Table 6

Student Response to the Question: The TV Enrichment Program has
Added to My Knowledge of the Subject Matter

	Very much		Much		Some		Little		None		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	209	10	427	20	841	41	431	22	134	7	2,042
Church History students	34	11	76	24	117	37	62	20	25	8	314
Totals	243	10	503	21	958	41	493	21	159	7	2,356

Table 16

Student Response to the Question: Do You Think That TV
Presentations in Color Would be an Improvement

	Yes		No		Undecided		Total
	n	P	n	P	n	P	
Book of Mormon students	1,337	66	401	20	279	14	2,017
Church of History students	242	77	40	13	32	10	314
Totals	1,579	68	441	19	311	13	2,331

Table 17

Faculty Response to the Question: In My Opinion, the TV Presentations Strengthen Students' Testimonies

	Greatly		Some		Very little		Total
	n	P	n	P	n	P	
Book of Mormon Teachers	4	16	13	52	8	32	25
Church History teachers			7	100			7
Totals	4	12	20	63	8	25	32

Table 18

Student Response to the Question: The TV Enrichment Program Has Added to My Testimony

	Very much		Much		Some		Little		None		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	123	6	285	14	729	36	532	26	365	18	2,034
Church History students	24	8	51	16	106	34	78	25	52	17	311
Totals	147	6	336	14	835	36	610	26	417	18	2,345

referred to it, while 31 percent often referred to the material and 6 percent referred to the material in their classes very often (Table 19).

The student responses were quite similar to those given by the faculty. Forty-six percent of the students said their instructor seldom referred to the TV material, 18 percent said it was never referred to, 26 percent indicated it was often referred to and 10 percent said the TV material was very often referred to by their instructors (Table 20).

Frequency of Students Referring
to the TV Enrichment Material
in the Classroom

Sixty-nine percent of the faculty indicated that the students seldom referred to the TV material in the classroom, 25 percent indicated that students never referred to the material and 6 percent said students often referred to the TV material in the classroom (Table 21).

The students responded that 72 percent of them never referred to the TV presentations in the classroom, 23 percent seldom referred to it, 4 percent often referred to it and 1 percent referred very often to the TV presentations in the classroom (Table 22).

The Mechanical Problem which
Bothered me the Most

Both the faculty and the students were asked, "The

Table 19

Faculty Response to the Question: To What Degree Did You Refer
to the TV Enrichment Material in the Classroom

	Very often		Often		Seldom		Never		Total
	n	P	n	P	n	P	n	P	
Book of Mormon teachers	1	4	7	28	14	56	3	12	25
Church History teachers	1	14	3	43	2	29	1	14	7
Totals	2	6	10	31	16	50	4	13	32

Table 20

Student Response to the Question: To What Degree Did Your Instructor Refer to the TV Enrichment Material in Your Classroom

	Very often		Often		Seldom		Never		Total
	n	P	n	P	n	P	n	P	
Book of Mormon students	151	7	495	25	965	48	395	20	2,001
Church History students	69	21	110	34	125	39	21	6	325
Totals	220	10	605	26	1,090	46	416	18	2,326

Table 21

Faculty Response to the Question: To What Degree Did Students Refer
to the TV Enrichment Material in the Classroom

	Very often		Often		Seldom		Never		Total
	n	P	n	P	n	P	n	P	
Book of Mormon Teachers			1	4	18	72	6	24	25
Church History teachers			1	14	4	57	2	29	7
Totals			2	9	22	69	8	25	32

Table 22

Student Response to the Question: How Often Did You Raise Questions
on the TV Presentations in the Live Class

	Very often		Often		Seldom		Never		Total
	n	P	n	P	n	P	n	P	
Book of Mormon students	23	1	66	4	405	21	1,418	74	1,912
Church History students	6	2	21	7	98	33	175	58	300
Totals	29	1	87	4	503	23	1,593	72	2,212

mechanical problem that bothered me the most was": Forty-seven percent of the faculty indicated that the flicker and wiggle of the TV picture bothered them the most. An unclear picture was the second critical problem (37 percent), sound was third (13 percent), and lighting fourth (3 percent). (See Table 23.)

Forty percent of the students indicated that the flicker and wiggle of the TV picture was the most critical problem, an unclear picture was next (26 percent), sound third (21 percent) and lighting fourth (13 percent). (See Table 24.)

REPORT OF STUDENT RESPONSES ON ELEVEN QUESTIONS

The students were asked eleven questions which were unique to the student questionnaire and did not appear on the faculty questionnaire.

Effectiveness of the Faculty Lecturers to Communicate their Message on Videotape

The students were asked to rate the effectiveness of the faculty members as a group to communicate via TV. Five percent felt that they were outstanding, 28 percent indicated they were very good, 35 percent indicated good, 23 percent said they were fair, and 9 percent thought they were poor (Table 25).

Table 23

Faculty Response to the Question: The Mechanical Problem
That Bothered Me the Most was

	Lighting		Sound		Flicker and wiggle		Unclear picture		Total
	n	P	n	P	n	P	n	P	
	Book of Mormon teachers	1	4	3	12	10	40	11	
Church History teachers			1	14	5	72	1	14	7
Totals	1	3	4	13	15	47	12	37	32

Table 24

Student Response to the Question: The Mechanical Problem
That Bothered Me the Most was

	Lighting		Sound		Flicker and wiggle		Unclear picture		Total
	n	P	n	P	n	P	n	P	
Book of Mormon students	215	13	346	22	611	38	424	27	1,596
Church History students	28	12	38	17	111	49	49	22	226
Totals	243	13	384	21	722	40	473	26	1,822

Table 25

Student Response to the Question: Considering the Faculty Lecturers as a Group,
Rate Their Effectiveness to Communicate Their Message on Videotape

	Out- standing		Very good		Good		Fair		Poor		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	116	4	525	25	720	35	490	26	183	10	2,034
Church History students	15	5	113	35	112	35	61	19	19	6	320
Totals	131	5	638	28	832	35	551	23	202	9	2,354

The Number of TV Presentations that Were Done Effectively

When asked to rate the number of TV presentations that were done effectively, the students responded as follows: Nine percent said none of the presentations were done effectively, 18 percent said only one to three were done effectively, 23 percent thought that three to six were done effectively, 30 percent felt that seven to ten were done effectively and 19 percent said eleven to fourteen of the presentations were done effectively (Table 26.)

Student Involvement Sheets

Involvement Sheets were constructed which contained questions that the students were to answer as they watched the TV presentations. There were three questions on the student questionnaire related to the Involvement Sheets. In response to the question, "The Involvement Sheets had": Seventy percent of the students indicated that the Involvement Sheets had the right number of questions, 25 percent felt that there were too many questions and 5 percent felt there were too few questions on the Involvement Sheets.

The second question about the Involvement Sheets asked, "As an aid in recalling the material presented in the TV enrichment program, the Involvement Sheets have been": Twenty percent of the students indicated that they had been extremely helpful, 29 percent

Table 26

Student Response to the Question: In My Opinion, the Number of TV Presentations that Were Done Effectively was

	11-14		7-10		3-6		1-3		None		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	363	19	563	29	416	23	348	19	190	10	1,880
Church History students	51	18	85	30	71	25	54	19	23	8	284
Totals	414	19	648	30	487	23	402	18	213	10	2,164

Table 27

Student Response to the Question: The Involvement Sheets Had

	Too many questions		Right number of questions		Too few questions		Total cases
	n	P	n	P	n	P	
Book of Mormon students	549	27	1,364	68	81	5	2,004
Church History students	29	9	270	86	16	5	315
Totals	578	25	1,634	70	97	5	2,319

felt they had been very helpful, and 35 percent indicated that the Involvement Sheets had been helpful. Eight percent said they had not been helpful and 8 percent indicated they had been of little help in recalling information presented via TV.

The third question related to the Involvement Sheets asked the students whether they felt that the Involvement Sheets should continue to be used as a part of the TV presentations. Eighty percent felt they should be continued and 20 percent indicated they should not be used as part of the TV presentations (Table 29).

Was the same Material Presented
via TV also Presented in Class

The students were asked, "Did your instructor cover the same material in class to the point that there was frequently unnecessary duplication?" In response to the question, 73 percent of the students indicated that there was not an unnecessary duplication of the material presented on TV and 27 percent indicated that there was unnecessary duplication of material (Table 30).

Book of Mormon TV Enrichment
Midterm Examination

The students enrolled in the Book of Mormon classes were asked to rate the TV enrichment midterm examination. Eight percent felt that it was very difficult, 35 percent indicated it was difficult, 45 percent felt it was about right, and 12 percent said it was

Table 28

Student Response to the Question: As an Aid in Recalling the Material Presented
in the TV Enrichment Program, the Involvement Sheets Have Been

	Extremely helpful		Very helpful		Helpful		Not very helpful		Of little help		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	450	20	613	26	664	38	179	8	147	8	2,097
Church History students	60	19	106	33	105	33	22	7	26	8	319
Totals	510	20	719	29	769	35	201	8	173	8	2,416

Table 29

Student Response to the Question: Realizing that Involvement
Sheets can be Modified as Need Is Indicated,
Which Best Represents Your Feeling

	Continue them		Eliminate them		Total
	n	P	n	P	
Book of Mormon students	1,599	83	417	17	2,016
Church History students	264	80	54	20	318
Totals	1,863	78	471	18	2,334

Table 30

Student Response to the Question: Did Your Instructor Cover
the Same Material in Class to the Point that There
Was Frequently Unnecessary Duplication

	Yes		No		Total
	n	P	n	P	
Book of Mormon students	534	27	1,478	73	2,012
Church History students	85	27	230	73	315
Totals	619	27	1,708	73	2,327

easy. (See Table 31.)

Comparison of Religion Class
with TV Enrichment with
Other Religion Classes with-
out TV Enrichment

When asked to rate the class in comparison to other BYU religion classes taken without TV enrichment programs, it was found that 55 percent of the Book of Mormon students and 3 percent of the Church History students had had no other religion classes. Ten percent of the students who had had other religion classes at Brigham Young University indicated that the religion class with TV enrichment was superior, 19 percent indicated it was as good, 7 percent felt average and 9 percent felt the religion class with TV enrichment was inferior to the religion class without (Table 32).

Students Would Recommend
Religion Courses with TV
Enrichment Program

The students were asked whether they would recommend religion courses with TV enrichment programs to their friends. Forty-one percent of the students indicated they would not recommend religion courses with TV enrichment programs to their friends, 29 percent said they would and 30 percent were undecided (Table 33).

Table 31

Student Response to the Question: Which Word or Phrase Best Represents
Your Reaction to the TV Enrichment Midterm Examination

	Very difficult		Difficult		About right		Easy		Total
	n	P	n	P	n	P	n	P	
Book of Mormon students	171	8	697	35	903	45	249	12	2,020

Table 32

Student Response to the Question: Rate This Class in Comparison to the Other BYU Religion Classes You Have Taken without TV Enrichment

	Superior		Good		Average		Below average		Does not apply		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	150	8	262	15	73	4	157	9	1,154	64	1,796
Church History students	70	22	130	41	80	25	26	9	10	3	316
Totals	220	10	392	19	153	7	183	9	1,164	55	2,112

Table 33

Student Response to the Question: I Would Recommend Religion Courses With TV Enrichment Programs to My Friends

	Yes		No		Undecided		Total
	n	P	n	P	n	P	
Book of Mormon students	499	25	951	43	584	32	2,034
Church History students	108	33	124	40	88	27	320
Totals	607	29	1,075	41	672	30	2,354

Types of TV Presentations
Preferred

The students were asked what kinds of types or TV presentations they preferred. Sixty percent desired a combination of lectures and films, 21 percent preferred films only, 7 percent indicated preference for a variety of lectures, 6 percent desired documentary type presentations, and 6 percent preferred several lecturers during a single show (Table 34). It is of interest to note that the lowest preference was given to the present format of TV presentations.

Time Spent in Preparation
for Each Class Period in
Addition to the TV Enrich-
ment Program

In response to the question, "How much time do you normally spend in preparation for each class period in addition to the TV enrichment program," 7 percent indicated they spent no additional time, 55 percent spent one hour or less, 34 percent spent from one to two hours and 4 percent spent two hours or more (Table 35).

REPORT OF FACULTY RESPONSES
TO THREE QUESTIONS

The faculty questionnaire contained three questions that did not appear on the student questionnaire. A report of the responses to those three questions is given below.

Table 34

Student Response to the Question: I Would Prefer TV Presentations to be

	Variety of lecturers		Lectures and films		Documentary		Films only		Several lecturers one show		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon students	143	8	1,194	62	101	6	366	18	118	6	1,922
Church History students	15	5	156	52	17	6	99	33	13	4	300
Totals	158	7	1,350	60	118	6	465	21	131	6	2,222

Table 35

How Much Time Do You Normally Spend in Preparation for Each Class
Period in Addition to the TV Enrichment Program

	None		One hour or less		One to two hours		Two hours or more		Total
	n	P	n	P	n	P	n	P	
	Book of Mormon students	154	8	1,019	50	741	36	113	
Church History students	27	9	197	61	86	27	10	3	320
Totals	181	7	1,216	55	827	34	123	4	2,347

TV Presentations Are Usually
More Entertaining than
Instructional

In response to the question, "In my opinion, the TV presentations are usually more entertaining than instructional," 65 percent of the faculty disagreed, with 7 percent who strongly disagreed, 7 percent strongly agreed, 7 percent agreed and 14 percent were undecided (Table 36).

TV Presentations Are Present-
ing Material I would Prefer
to Present in my Class

Twenty-one percent of the faculty indicated that they would prefer to present the TV enrichment material in their regular class, 9 percent felt very strongly about it. Nineteen percent felt that they would not prefer to present the TV material in their class, 13 percent felt strongly about it and 28 percent were undecided (Table 37).

TV Presentations Supplement
the Live Class

In response to the question, "In my opinion, the TV media is doing what it is designed to do; that is to supplement the live class." Fifty-six percent of the faculty agreed, 6 percent strongly agreed, 19 percent disagreed, 19 percent were undecided and none of the faculty strongly disagreed (Table 38).

Table 36

Faculty Response to the Question: In My Opinion, the TV Presentations
Are Usually More Entertaining than Instructional

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	1	9			2	18	8	73			11
Church History teachers			1	33			1	33	1	33	3
Totals	1	7	1	7	2	14	9	65	1	7	14

Table 37

Faculty Response to the Question: In My Opinion, the TV Presentations are Presenting Material Which I Would Prefer to Present in My Regular Class

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	2	8	8	32	8	32	4	16	3	12	25
Church History teachers	1	14	2	29	1	14	2	29	1	14	7
Totals	3	9	10	31	9	28	6	19	4	13	32

Table 38

Faculty Response to the Question: In My Opinion, the TV Media Is Doing
What it is Designed to Do; That Is to Supplement the Live Class

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	n	P	n	P	n	P	n	P	n	P	
Book of Mormon teachers	2	8	13	52	5	20	5	20			25
Church History teachers			5	72	1	14	1	14			7
Totals	2	6	18	56	6	19	6	19			32

THE MAIN ROLE OF TV PRESENTATIONS

Students were asked to respond in writing to two essay questions. The responses to the first of the questions, "If you feel that the TV enrichment program is a valuable supplement to your learning experience, what do you perceive the main role of the TV presentations to be," were of a positive nature. There were 411 of these, filling thirty-five typewritten pages. These statements were grouped into five categories which will be treated in the following pages.

To add additional material. One hundred fifty-eight comments were placed in the category called, "The main role of the TV presentations is to add additional material to what is learned in class." Typical examples of these comments were:

The main role of the TV presentations, as I perceive it, is to give information over and above that presented in class or to supplement class lectures.

The TV presentations should provide pertinent lectures and films that are truly "enrichment."

. . . to present facts and historical or cultural ideas that each instructor may not feel qualified to present in class.

To bring in outside material not normally presented in class.

The main role is to give extra historical, valuable and interesting information on the subjects studied.

As a supplement to what is presented in class. However, the knowledge and information given was just great for knowing it.

Opportunity to be Taught by
Other Faculty Members

Approximately one hundred comments were made in regard to, "receiving many points of view from different faculty members."

Some of the typical statements were:

I did enjoy the association with the many different faculty members.

I greatly appreciate the opportunity of hearing from other teachers in the religion department in addition to my classroom teacher.

Additional information from different personalities as well as the value of the testimonies and experiences of the brethren involved.

It exposes you to other instructors who are experienced in different areas than your classroom instructor.

Learn more about the Book of Mormon. Seventy-three students felt the main role of the TV presentations was to help them learn more and understand better the teachings of the Book of Mormon. Several comments in this area were:

I thoroughly enjoyed the TV labs and I feel that they helped me to better understand the teachings of the Book of Mormon.

To give information on important concepts in the Book of Mormon and give a more in-depth discussion than one might get in class.

To help students gain a better understanding of the Book of Mormon and also get a wider range of concepts.

To hear from church authorities. Twenty-eight comments were made in the area of "strengthening testimonies and helping us become better Latter-day Saints." A typical comment was:

I really feel that the TV enrichment program is a testimony-building program.

NEGATIVE COMMENTS OF STUDENTS ABOUT THE TV PROGRAM

The second essay question asked of the students was, "Please be frank in giving any other comments about the TV enrichment program not covered in the above questions." There were one thousand and four written comments, covering sixty-eight typewritten pages. Generally, these comments were negative or were comments about what the students disliked about the TV enrichment program.

TV--a waste of time. Two hundred fifty-three comments were in the area of the TV program being a waste of time, serving no purpose and was not really necessary. Some of the typical comments were: "It is a pitiful waste of time." "I think it is a dreadful waste of time." "The present program is so poor I feel it is a waste of my time and yours." "They are of no value and a waste of time." "I think the TV enrichment program is the biggest waste of time I have experienced at this University."

Involvement sheets. Negative comments about the Involvement Sheets numbered one hundred seventeen. As can be seen from the following typical examples the comments were graphic in describing dislike for the Involvement Sheets.

I seldom ever got the real message of the lecture because I was too busy trying to fill out the Involvement Sheet.

The guide sheets, I feel, were not complete. Another problem was that they would show a list of ten or fifteen items for about ten seconds and that is hardly enough time to get it copied.

What should be a spiritual experience turns into a treasure hunt for the answers to certain questions on the Involvement Sheets.

The problem with the enrichment sheet is that the student listens only for the answers to required questions and gets little else out of the lecture.

Involvement Sheets need to be less specific with just enough room to have a start for taking notes. The way it is, you just copy down what the lecturer says and don't really get involved.

TV is boring. One hundred-eight students said the presentations "were boring, dry, dull and put me to sleep." Some examples were:

The TV labs were, on the most part, very boring and not challenging at all.

I don't feel that I gained enough from the TV labs to be worth going to them. I found many of them to be boring.

I thought the program on the whole was rather "Mickey Mouse" and boring.

It is a very good idea. However, often they are boring, redundant and slow. They also hammer at trivia.

I don't feel that the TV programs were a valuable supplement. They are dull. Part of my dislike stems from my own readiness to fall asleep.

It is boring almost beyond endurance.

Some of the lectures were long, drawn-out and boring.

Everything should be covered in class. There were one hundred fourteen students who said, "the teacher covered everything in the live class, or the live class is where the material should have been covered." A few typical examples follow.

I really don't think that the TV enrichment program helps me that much. It is true that it offers some very important and interesting material, but it is material that should be offered in the live classes instead.

The TV enrichment doesn't seem very valuable to me. The material that is not already covered in class could easily be covered there.

I feel I gained just as much knowledge from class. If there are some important points that need to be brought out, why can't the instructor include them in his presentations?

I believe I learned much more in my regular two hour class than I did in the TV program. I really do think the things covered should be covered by the teacher.

I believe the information taught in the labs should be taught in the religion classes.

Additional credit. Approximately one hundred comments came in the area of receiving additional credit hours for attending the

TV enrichment programs. Examples of student comment were:

This is supposed to be a two credit course, not a three credit course.

I think the TV lab was another class and should have been worth one credit because you have to prepare just as much for the TV midterm and final as for any other class.

I agree that much useful material can be presented in the TV sessions that would not be practical otherwise, but the effect on the students' time is to create a three hour class with only two hours of credit. The argument has been given that other classes require labs (Science for example), but these are invariably classes of three or more credit hours where a lab is indispensable. The TV sessions are in no way, shape or form 'labs.' They are additional class presentations without credit. The class should be made three hours credit or no TV.

TV poorly done. Some one hundred-one comments indicated that the TV presentations were poorly presented or the technical quality was poor. The following examples are given as indicative of the comments in this area.

It is very difficult to keep ones attention focused on a flickering and unclear picture. Many times the material was presented in an uninteresting way.

The poor quality of the TV picture itself is very distracting.

The TV enrichment program wasn't a valuable supplement to my learning experience simply because it needs to be improved in many areas, (1) sound (2) lighting (3) need a clearer picture (4) conversation needs to be changed so as to hold the students' interest.

It always seemed dreary and dark with mumbly sound. I kept falling asleep.

I don't feel the TV labs to be of any useful purpose. Most of the professors are very poor in presenting their materials.

TV Examinations

There were fifty-six negative comments about the examinations. Statements were in the area of "poor tests," "the tests were available prior to exam time," and "there were too many trick questions." Several examples of these comments were:

The tests on the TV labs are a farce--practically everyone I know skips the TV labs and then crams for the exams with other people's involvement sheets. This doesn't make one eager to go, when others get away with not going.

One comment I would like to make--Why are some of the questions--trick questions--designed not to test what you know, but take what you know and twist it around so you end up confused?

It was simple to get religion lab sheets from other people, and the religion lab test was readily available to myself and my 43 hall mates before the test. I, personally, did not believe in looking at the test, but a very large percentage did all four times the test was given throughout the year!

TV Media too Impersonal

There were nineteen students who commented that the TV media was too impersonal. Three examples were:

I prefer a flesh and bones professor to a black and white flickering shadow. You cannot communicate with a two dimensional picture.

I don't feel that religion can be taught effectively through such an artificial, impersonal media.

A waste of time and extremely invaluable. Creates a very impersonal feeling that should not be felt, especially in a religion class. Straight lecture in a religion class is a detriment--there must be close spiritual contact among members of the

class and the teacher for any element of testimony and love to be shared. The TV program is laughed at, dreaded, and skipped because of the poor personal contact, the bad audio-visual systems, and the fact that such a deep, personal subject is dealt with in such a coarse, every-day manner.

SUGGESTIONS MADE BY STUDENTS ON HOW TO IMPROVE THE TV ENRICHMENT PROGRAM

A general overall feeling from the students is that they do not want the TV program to be of a lecture type. They are looking for something different than a lecture. Many students commented that the presentations they remembered and learned from were those that had a film with the lecture, i. e., "Three Witnesses," "Primitive Man," and "Noah's Ark."

Use Films

There were one hundred-five suggestions to use more professionally done films rather than a lecture. Some typical comments follow.

My own feelings on the TV lectures is that they are not used properly. Right now they are primarily of the TEACHER LECTURE TYPE. They would be much more effective if they were of an eye witness or involvement type. An example of an eye witness type would be like showing slides or movies of the archeology on the Book of Mormon instead of just having the lecturer in the series hold up a few relics then refer to some old chart. An involvement type would be something like the Church Sunday School films or the Home Teaching series for Priesthood.

TV presentations should be done (if they must be done) by people trained in television not amateurs whose action on

cameras are stilted and very distracting. A well produced film done by professionals would do more than well meaning but very poor amateur attempts at TV lectures.

I liked the TV labs much more when there were films shown. It is very hard to concentrate on a lecture when it is on TV. I think religion should be more personal, not make you feel like a number. When you see a film, you associate with it.

Should have lecturers who create enthusiasm for the subject among students. Too cut and dried presently. It's just like going to a regular class lecture. If the school is going to put money into this program, they should at least try to make it as interesting, stimulating, and profitable as possible.

The TV enrichment should not have so many lectures as films and documentaries about things which are not covered or cannot be covered. There is too much duplication that makes the TV lectures grow boring and uninteresting. Too many speakers. Hard to get involved.

The purpose should be to present material which is impossible to give in class (thus, any discussion of doctrine should not be given since they can be given in class) and only if it is absolutely essential and interesting (bearing in mind that Freshman religion students aren't interested in all the things religion instructors are).

REPORT OF FACULTY RESPONSE TO: WHAT IS THE MAIN ROLE OF THE TV PROGRAM

There were thirteen written responses from the teachers in answer to the question, "If you feel that the TV enrichment program is a valuable supplement to your teaching, what do you perceive the main role of the TV presentations to be?" These responses are given below as written.

To present, dynamically, a congruent series of illustrated findings on supplementary materials to the lesson outline.

To provide supplementary material or teaching aids type of material that teachers are unwilling to prepare for themselves.

To enrich and review the classroom material.

Background material, giving the teacher more time to specialize.

To provide supplementary materials. I would prefer that the supplements be so outlined that I could skip them in class as the "Three Witnesses Film" and then make the exams part of the regular class.

The TV enrichment ought to take care of all the material other than doctrine which should be reserved for the class discussion.

I think it should be a supplement--available but not required.

The main role of the TV Lab is to provide new and different experiences for Book of Mormon students. Suggestions to do this:

1. Less lectures
2. More movies--such as the one we had from Moody Institute
3. More General Authorities excerpts
4. Use role-playing, panels, and discussions with various authorities, etc., in lieu of some of the lectures.
5. Be more selective among the full-time faculty
6. More slides and visual aids.

It lets students be exposed to many different teachers. Make sure they get the minimum amount of historical data. Pictorial views not otherwise available--archeological, etc. Different points of view and different educational approaches.

Supplement with materials difficult for the live teacher in the classroom both internal and external.

To do that which can't be done by the teacher in the classroom. Only have TV enrichment in special and selected areas and these must be well done. Very few lectures, use documentary, narrative and films.

SUGGESTIONS MADE BY FACULTY MEMBERS
ON HOW TO IMPROVE THE
TV PRESENTATIONS

There were twenty-one written responses to the question, "Please be frank in giving any other comments about TV enrichment program not covered in the above questions." These responses were given in their entirety.

Improve some of the topics covered.

The testing program was not good. The answers and questions were widely circulated soon after the first exam day.

Students either overtly or covertly reject one more required hour. Yet there are other items which cannot be covered in the classroom. I don't agree with a lecture or taped discussion. I do believe in illustrations, dramas, and visuals. A student increases his testimony by involvement--not canned lectures.

I would prefer receiving some of the enrichment material at a time such as the Book of Mormon seminar that Brother _____ conducted and then use it as I saw fit in the classroom.

If the TV labs continue I feel students should be given credit or make attendance voluntary.

The question sheets for each lab section were good and helped hold the student involvement. However, when tests are made up, let them reflect more the questions on the involvement sheets. Many of my students ("A" students) had difficulty with the lab exam. Some of the questions seemed ambiguous and misleading, others were unrelated to the relevant points of the lectures.

No student likes to be lectured to by a machine. To justify the lab it has to use the video-media to pictorially demonstrate. Lectures should only establish continuity. Get rid of the men and put in stories, music and facts.

I found great resentment because the students were forced to comply with another requirement. Everything about the instructions had a negative tone. "If you don't pass these tests you fail the course, etc." I see no place for making religion become that kind of a discipline.

The current program has caused concern because it was presented as one more requirement with threats if not complied with according to specifications. If it were offered as a special bonus and a reward for all who would like to know more, I believe in time it could be sold and it would grow in popularity. The students would become enthused about it. We would never get all the students but I believe enough to make it worthwhile would be there. Certainly tests and threats of not passing the course should not be a part of it.

Would movies of the presentations be more expensive? Have specials about six times a semester giving the best through the movie media instead of TV.

I think the benefits are marginal and disproportionate to the faculty and student time and effort required.

Have TV once every two weeks.

The students are learning many negative lessons which we should plan to overcome. Some have concern only for the answers and not for the experience. Others are arranging to talk to someone who has the department exam before taking it themselves. The exams should be evaluated by several teachers before being published.

Each TV enrichment program and course on which it is based ought to be planned in terms of basic, behavioral objectives, how they are to be achieved and which of the objectives will be handled in class and which supported by the TV enrichment program. So far, we are filling the time or duplicating efforts too much.

All of the technical problems in question seventeen need to be worked on. Students are used to watching professional television. Church History TV quality is far from professional.

Employ professional script writers with Church History teachers as consultants. Let's do something worthwhile.

Have fewer presentations and make them top quality productions. Make them something the students won't want to miss.

There are men with research background that could present material not available in a textbook. Why not use them?

I recommend an occasional presentation--something different.

The students are not so concerned with mechanical problems--flicker etc. if they get something worthwhile and not a repeat, repeat each time they go.

Summary. There was much discontent manifest, from both students and faculty, with the present TV enrichment program. This discontent seemed to be strongest in the areas of the types of presentations made on TV, the quality of the productions, and that the TV presentations are required and not optional. The discontent was manifested by the fact that one third of the students did not attend half of the TV enrichment presentations during the semester.

Many pertinent suggestions for improvement of the TV enrichment program were made by both the students and faculty. These suggestions were centered in the areas of, having more professionally done films, documentaries and narrative productions with very few, if any, presentations of the lecture type. The

productions should not be a repeat or duplication of what has been presented in the classroom, they should be fewer in number and of professional quality.

It was felt that it was unnecessary to make any differentiation between responses given by Book of Mormon and Church History students, or between teachers of Book of Mormon and Church History, except to show the responses of each group in the tables.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Need for the study. There has been a need to determine what attitudes of faculty and students were toward instructional television in the College of Religious Instruction at the Brigham Young University, to determine the areas where instructional television could be improved and to determine the place of instructional television in religion curricula. This study partially fulfilled these needs.

Methods and procedures. The feelings of students and faculty of Undergraduate Religion 122 and 242 regarding the TV enrichment program were solicited as the source of data in carrying out this study. Two instruments were constructed for the purpose of securing the data and were called: Survey of Faculty Reactions to TV Enrichment Program and Survey of Student Reactions to TV Enrichment Program (Appendix).

The statistical population for this study consisted of two thousand seventy-eight students enrolled in Undergraduate Religion

122 and three hundred thirty-six students enrolled in Undergraduate Religion 242, for a total of two thousand four hundred fourteen students. There were also twenty-six faculty members, 69 percent of those teaching Undergraduate Religion 122, and seven faculty members, or 70 percent of those teaching Undergraduate Religion 242 who participated in the survey.

Delimitations of the study. Only students and teachers involved in Undergraduate Religion 122 and 242 were used in this study.

Limitations. This study was limited from the standpoint that it was an opinion type study and may not be the final answer.

FINDINGS

1. This study revealed that 41 percent of the students surveyed would not recommend religion courses with TV enrichment programs to their friends. Twenty-nine percent of the students would recommend this type of religion courses and 30 percent of the students were undecided about recommending religion courses with TV enrichment programs to their friends.

2. It was found that 63 percent of the faculty and 40 percent of the students felt that the TV enrichment program was valuable enough to be continued next year.

3. It was found that 60 percent of the students indicated that

they had been introduced to new materials on television that had not been presented in the live class.

4. Sixty-four percent of the students indicated they were unfavorable toward the TV enrichment program. Fifty-three percent of the faculty felt that the students were unfavorable toward the TV enrichment program.

5. Relative to the amount of time spent by students in preparation for their class, it was reported that 7 percent spent no additional time other than the TV presentation, 55 percent spent one hour or less, 34 percent spent from one to two hours, and 4 percent spent two hours or more additional to that spent by attending the TV presentations.

6. Thirty-nine percent of the participating faculty members indicate that the TV enrichment program was presenting materials that they would rather present in the classroom.

7. It was found that 63 percent of the faculty, very seldom, if ever, made any reference to the TV enrichment in their classes.

8. The study revealed that 95 percent of the students very seldom if ever referred to the TV enrichment materials in the live class.

9. It was found that 80 percent of the faculty agreed that the TV enrichment program should build testimony. However, 88 percent felt that the TV enrichment program had done very little in

building testimony.

10. It was discovered that both the faculty and the students indicated that the most appropriate format for TV enrichment programs would be two live classes per week with one TV presentation every two weeks.

11. It was found that both the faculty and the students felt that certain technical problems of the TV presentations, i. e., flicker and wiggle of the TV picture, an unclear TV picture, poor sound, and inadequate lighting were causing TV presentations to be of poor quality.

12. It was revealed that 68 percent of the faculty and 87 percent of the students felt that TV presentations in color would be an improvement.

13. Relative to the types of TV programs preferred by the students, it was indicated by 60 percent of the students that they desired a combination of professionally done films and TV lectures.

14. In evaluating the TV involvement sheets, 80 percent of the students indicated that they should be continued as part of the TV presentations.

15. It was revealed that 33 percent of the students surveyed missed half of the TV presentations during the semester.

16. It was found that 45 percent of the students registered in Undergraduate Religion 122 felt that the TV enrichment midterm

examination was about right as far as difficulty was concerned.

17. The study revealed several objectives for using the TV enrichment program in the College of Religious Instruction. These objectives were: (a) to more adequately provide for the large increase of freshman students who were required to enroll in Undergraduate Religion 122, (b) to handle the increased teaching load due to larger enrollment and insufficient number of teachers, (c) to supplement the live class with pertinent information that could not be presented by the teachers in a normal classroom situation.

CONCLUSIONS

On the basis of the data presented in this study the following conclusions seem warranted:

1. It was concluded that the TV media cannot replace the classroom teacher. The TV media should be regarded as another of the many aids available to teachers for use in supplementing and enriching their teaching.

2. It was concluded that in order for lecture type TV presentations to be well received by students and faculty, they must be enhanced with visuals and other materials. Students and faculty expect much more from a presentation via TV than just a professor lecturing.

3. It appeared that the faculty and students felt that the mechanical quality of the TV presentations in the College of Religious Instruction was only fair. Both students and faculty felt that much improvement was needed in this area to upgrade and improve the quality of the TV presentations.

4. The TV enrichment presentations could be vital supplements to classroom instruction. However, they will need to be properly produced by using the TV media to its fullest potential.

5. Due to the nature of properly produced TV presentations, it is much more difficult to produce a satisfactory TV presentation than to produce a similar lesson to be used in a live class.

6. Many faculty and students of the College of Religious Instruction have not been significantly impressed by the TV enrichment program. They do not look at the TV presentations as vital to the course of study, but as an added burden to be endured.

7. The TV enrichment program used in the College of Religious Instruction had as an objective the providing of supplementary information not available to the classroom teacher. This objective has been somewhat fulfilled.

RECOMMENDATIONS

The following recommendations are made based on this study:

1. It is recommended that the TV presentations used in the College of Religious Instruction be improved by:

- a. Releasing the individual in charge of the TV enrichment program from most, if not all, of his teaching load in order for him to have sufficient time to plan and produce the TV presentations. The individual placed in charge of the TV presentations should be a professionally-trained person.
- b. Having some type of a training program for those individuals who participate in the TV presentations.
- c. Employing professional script writers to write scripts for TV presentations. These scripts should be produced with proper consultation with personnel from the College of Religious Instruction.
- d. Eliminating, as much as possible, the technical difficulties of the TV presentations, i. e. , human errors, flicker and wiggle of the TV picture and other difficulties attributed to the Eidophor machine.
- e. Using as many professionally done films and filmstrips as possible, as part of the TV presentations.
- f. Having very few, if any, straight lecture type presentations by faculty members presented on TV.

2. It is recommended that the number of TV presentations be reduced, and that they be written into the curriculum as an integral and important part of the course of study.

3. It is recommended that involvement sheets be used as part of the TV presentations, but that these should be improved by:

- a. Having questions on pertinent, important information only.
- b. Any list of three or more items presented on TV should be printed on the involvement sheet.
- c. Having some thought-provoking, concept type questions included on the involvement sheets.
- d. Having involvement sheets in the hands of students several days before they view a TV presentation in order for students to have the opportunity to review them prior to seeing the TV presentation.
- e. Leaving room on the involvement sheets for students to write additional notes.

4. It is recommended that equipment be purchased in order for TV presentations to be produced and shown in color. This would greatly enhance the color slides, photographs and other items in color that are used on TV.

5. It is recommended that further study be done in the area

of programming television presentations for the teaching of religious subjects.

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APPENDIX

To: Teachers of Book of Mormon 122 and
Church History 242

Re: Administration of Survey of Student
Reactions to TV Enrichment Program

As announced in our last college faculty meeting, a questionnaire has been devised to obtain the reaction of students to the TV Enrichment Program, in Book of Mormon and Church History. We are very desirous of obtaining this information.

In order to obtain the best response from the students, we are asking you to give this questionnaire to your students during the first 10 minutes of the Final Examination period.

We are also asking all the teachers of Book of Mormon 122 and Church History 242 to fill out the Survey of Faculty Reactions to TV Enrichment Program. Most of the full-time faculty filled this out at the last faculty meeting. All part-time teachers will be given a copy of the survey along with the student surveys.

Brother James Killian will deliver the required number of questionnaires and answer sheets to your office by May 21, 1970. He will pick them up from you following the final exam period.

Thanking you for your cooperation,

Sincerely,

Daniel H. Ludlow, Dean
College of Religious Instruction

INSTRUCTIONS FOR STUDENT SURVEY

PLEASE ADMINISTER TO STUDENTS IN THE FOLLOWING
SECTIONS:

PLEASE HAVE STUDENTS FILL OUT AT THE BEGINNING OF THE
EXAM PERIOD.

PLEASE HAVE STUDENTS USE ANSWER SHEETS.

STUDENTS ARE NOT TO IDENTIFY THEMSELVES IN ANY WAY ON
THE ANSWER SHEET.

STUDENTS SHOULD USE A #2 PENCIL OR SOFTER TO FILL OUT
ANSWER SHEET. If some students do not have pencils have them
fill out with pen.

THANKING YOU FOR YOUR COOPERATION

SURVEY OF STUDENT REACTIONS TO TV ENRICHMENT PROGRAM

Choose only one answer to each question.

Please use answer sheet. DO NOT list name or student number on answer sheet.

1. Year in school: (a) freshman (b) sophomore (c) junior (d) senior
(e) graduate
2. Age: (a) 18 or under (b) 19 or 20 (c) 21 or 22 (d) 23 or 24 (e) 25 or older
3. Sex: (a) male (b) female
4. Are you a member of the LDS Church? (a) yes (b) no
5. Are you a returned missionary? (a) yes (b) no
6. Do you consider yourself an active and devoted Latter-day Saint? (a) yes (b) no
7. For which religion course are you registered this semester? (a) Book of Mormon 122
(b) Church History 242
8. To what degree did your instructor refer to the TV enrichment material in your classroom?
(a) very often (b) often (c) seldom (d) never
9. Considering the faculty lecturers as a group, rate their effectiveness to communicate their message on videotape:
(a) outstanding (b) very good (c) good (d) fair (e) poor
10. How frequently did you attend the TV presentations this semester?
(a) always attended (b) missed 1-3 (c) missed 4-6 (d) missed 7-9
(e) missed 10 or more
11. The Involvement Sheets had:
(a) too many questions (b) about the right amount of questions
(c) too few questions
12. As an aid in recalling the material presented in the TV Enrichment Program, the Involvement Sheets have been:
(a) extremely helpful (b) very helpful (c) helpful (d) not very helpful
(e) of little help
13. Realizing that Involvement Sheets can be modified as need is indicated, which best represents your feeling:
(a) continue to have Involvement Sheets (b) eliminate them
14. Did your instructor cover the same material in class to the point that there was frequently unnecessary duplication? (a) yes (b) no
15. Were you introduced to new materials on TV which you considered important to know and which were not provided by your instructor? (a) yes (b) no
16. In my opinion, the number of TV presentations that were done effectively was:
(a) 11-14 (b) 7-10 (c) 3-6 (d) 1-3 (e) none

17. How often did you raise questions on the TV presentations in the live class?
(a) very often (b) often (c) seldom (d) never
18. Which word or phrase best represents your reaction to the TV Enrichment midterm examination:
(a) very difficult (b) difficult (c) about right (d) easy
19. My general over-all feeling about the TV Enrichment Program is: (a) very favorable (b) favorable (c) indifferent (d) unfavorable (e) very unfavorable
20. Rate this class in comparison to the other BYU religion classes you have taken without TV Enrichment:
(a) superior (b) good (c) average (d) below average (e) does not apply as I have had no other religion classes
21. The TV Enrichment Program has added to my knowledge of the subject matter:
(a) very much (b) much (c) some (d) little (e) none
22. The TV Enrichment Program has added to my testimony:
(a) very much (b) much (c) some (d) little (e) none
23. I would recommend religion courses with TV Enrichment Programs to my friends:
(a) yes (b) no (c) undecided
24. I would prefer TV presentations to be:
(a) a variety of lecturers during a series (b) a combination of lectures and films
(c) documentary (d) films only (e) a variety of lecturers during a single presentation
25. Do you think that TV presentations in color would be an improvement?
(a) yes (b) no (c) undecided
26. What final grade do you anticipate receiving in this class:
A B C D E
27. How much time do you normally spend in preparation for each class period in addition to the TV Enrichment Program?
(a) none (b) 1 hour or less (c) 1-2 hours (d) 2 hours or more
28. In my opinion, the format most appropriate for TV presentations would be:
(a) 1 live class and 1 TV presentation per week (b) 2 TV presentations per week and no live class
(c) 2 live classes and 1 TV presentation per week (d) 2 live classes per week & 1 TV presentation every 2 weeks
(e) 2 live classes per week with no TV Enrichment Program.
29. In my opinion, the TV Enrichment Program is valuable enough to be continued next year:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
30. In my opinion, the TV presentations provide little that should not be provided through films and other visual aids during the regular class period:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
31. The mechanical problem that bothered me the most was:
(a) poor lighting (b) bad sound (c) flicker and wiggle of TV picture
(d) unclear picture

If you feel that the TV Enrichment Program is a valuable supplement to your learning experience, what do you perceive the main role of the TV presentations to be?

Please be frank in giving any other comments about the TV Enrichment Program not covered in the above questions.

SURVEY OF FACULTY REACTIONS TO TV ENRICHMENT PROGRAM

Choose only one answer to each question: Please use answer sheet.

1. My teaching assignment is:
(a) full-time, College of Religious Instruction (b) part-time, College of Religious Instruction (c) full-time, other college teach in College of Religious Instruction.
2. How many TV presentations have you seen?
(a) none (b) 1-3 (c) 4-6 (d) 7-9 (e) 10 or more
3. In my opinion, the TV presentations aid the students in their acquisition of subject matter:
(a) very greatly (b) greatly (c) some (d) very little (e) none
4. In my opinion, the TV presentations strengthen student's testimonies:
(a) very greatly (b) greatly (c) some (d) very little (e) none
5. In my opinion, the TV presentations provide little that I would not provide through films and other visual aids in my regular class.
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
6. In my opinion, the attitudes of students are generally unfavorable toward the TV enrichment program:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
7. In my opinion, the TV presentations are usually more entertaining than instructional:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
8. In my opinion, the TV presentations should build testimony:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
9. In my opinion, the TV presentations should provide additional information to that presented in the live class:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
10. In my opinion, the format most appropriate for TV presentations would be:
(a) 1 live class, 1 TV presentation per week (b) 2 TV presentations per week and no live class (c) 2 live classes and 1 TV presentation per week (d) 2 live classes per week and 1 TV presentation every 2 weeks (e) 2 live classes per week with no TV enrichment program.
11. To what degree did you refer to the TV enrichment material in the classroom:
(a) very often (b) often (c) seldom (d) never
12. In my opinion, TV presentations in color would be an improvement:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
13. To what degree did students refer to the TV enrichment material in the live class? (a) very often (b) often (c) seldom (d) never
14. In my opinion, the TV presentations are presenting material which I would prefer to present in my regular class.
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
15. In my opinion, the TV enrichment program is valuable enough to be continued next year:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree

-2-

16. In my opinion, the TV media is doing what it is designed to do; that is to supplement the live class:
(a) strongly agree (b) agree (c) undecided (d) disagree (e) strongly disagree
17. The mechanical problem that bothered me the most was:
(a) lighting (b) sound (c) flicker and wiggle (d) unclear picture

If you feel that the TV enrichment program is a valuable supplement to your teaching, what do you perceive the main role of the TV presentations to be?

Please be frank in giving any other comments about TV enrichment program not covered in the above questions.