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# A Survey of the Audio-Visual Services for Instruction on the Campus of Eastern Illinois University

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A SURVEY OF THE AUDIO-VISUAL SERVICES FOR INSTRUCTION

ON THE CAMPUS OF EASTERN ILLINOIS UNIVERSITY

(TITLE)

BY

Earl W. Jeffers

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Special Problems in Audio-Visual Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1965  
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

5/7/65  
DATE

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

The State of Illinois has been given the responsibility to provide an education for all people from age 7 to age 16 who reside within the boundaries of the state. The Illinois School Code states: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."<sup>1</sup> The people of this state have also built institutions of higher learning. These institutions were designed to give the population a better understanding of themselves and their environment. Due to recent trends in specialization of various subject areas, emphasis has been placed on more and better methods of classroom instruction.

A survey of the available literature in the field of audio-visual education reveals that throughout the years educators have felt the need for better communication with the students. Teachers have brought samples into the classrooms, they have taken students on field trips, and they have used pictures of representative items in the classroom when other means of bringing the student into

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<sup>1</sup>THE SCHOOL CODE OF ILLINOIS, Circular Series A., No. 155; Springfield, Illinois: Office of the Superintendent of Public Instruction, 1963, p. 5.

contact with reality were not feasible. With the ever-increasing enrollment of students, the demands for more efficient and effective means of communication within the classroom are becoming greater. The need for better communication has led to the development of teaching tools and materials for classroom use.

The numbers of teaching tools and materials are increasing each year. The classroom teacher could not hope to keep pace with the development of instructional tools in his area unless there were some means to assist the teacher in the location and use of these items. It is not always economically feasible to place all the instructional tools in each classroom. Often the same instructional tools are used in many different classrooms. Many of these teaching materials are made for use in specific subject areas. Various procedures have been used to facilitate storage and teacher acquisition of these materials. One of the more functional methods of storage, service, and acquisition of materials has been the audio-visual center. The responsibilities of the audio-visual center of Eastern Illinois University are outlined in the University catalog as follows:

The audio-visual center in Blair Hall operates as an educational service to faculty and students. Audio-visual teaching materials, such as films, filmstrips, and recordings are available both from a small on-campus library and from rental sources. Orders for rental films usually take three weeks. Preview services are available on a limited basis. Slides, transparencies, photographic copies, and other graphic materials



may be produced for individual instructors. Consultant service is offered to university faculty, prospective teachers, and to schools in the area.<sup>2</sup>

One of the more important functions of the audio-visual center is consultation with the classroom instructors concerning methods of utilization and presentation of materials for the improvement of instruction. To do this the audio-visual center must periodically evaluate its operations and functions.

#### Purpose of the Study

This study was designed to determine the extent of the utilization of equipment and services provided to the instructional staff of Eastern Illinois University by the audio-visual center. The object of this study was to answer the following questions:

1. What percentage of the instructional staff were using audio-visual services and how does this correlate with the number of years of teaching experience?
2. What utilization was made by the instructional staff of various items included in the services for instruction provided by the audio-visual center?
3. What items were the instructional staff not aware of that are provided by the audio-visual center?
4. What audio-visual services for instruction would the instructional staff use if they were easier to obtain?

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<sup>2</sup>Eastern Illinois University Catalog, No. 252; Charleston, Illinois, 1964, p. 59.

5. What suggestions did the instructional staff have pertaining to new or improved materials, equipment, and/or services?

#### Limitation of Study

The study was confined to the audio-visual services, materials, and equipment made available to the teaching staff of Eastern Illinois University for classroom instruction. This study did not include other services, materials, and equipment provided by the audio-visual center for extra-curricular campus functions and operations.

General services provided by the audio-visual center include materials, equipment, production of materials, campus services, and consultation for instructional staff members. Listed below are items that are representative of these services:

1. Materials provided by the audio-visual center:
  - a. Tape recordings.
  - b. Disc recordings.
  - c. 16mm films.
  - d. 8mm (single concept) films.
  - e. 35mm filmstrips.
  - f.  $3\frac{1}{4}$  x 4 lantern slides.
  - g. 35mm slides.
  - h. Photographic prints.
  - i. Transparency materials for the overhead projectors.
2. Equipment provided by the audio-visual center:
  - a. Projection carts.

- b. Projection screens.
  - c. Combination slide and filmstrip projectors.
  - d.  $3\frac{1}{4}$  x 4 lantern slide projectors.
  - e. 8mm (single concept) projectors.
  - f. 16mm film projectors.
  - g. 35mm automatic slide projectors.
  - h. Opaque projectors.
  - i. Overhead projectors.
  - j. Micro-projectors for microscope slides.
  - k. Disc record players.
  - l. Tape recorders and players.
3. The production of graphic and photographic materials:
- a. 35mm slides.
  - b. Transparencies.
  - c. Lettering.
  - d. Photographic copying of printed materials.
  - e. Motion picture production.
  - f. Still picture prints.
  - g. Charts and graphs.
  - h. Posters.
  - i. Dry mounting of materials.
  - j. Laminating of paper with plastic.
  - k.  $3\frac{1}{4}$  x 4 lantern slides.
4. Campus services:
- a. Student projectionist to operate equipment for teachers.

- b. Pick up and delivery of materials and equipment for teachers.
  - c. Repair and replacement of equipment used by teachers.
  - d. Monaural or stereo tape recording.
  - e. Preview and auditioning of films, filmstrips, tape recordings and disc recordings for the selection and use in classroom instruction by the teachers.
  - f. Weekly film list and schedule of events of campus activities.
  - g. Bi-annual production of university materials catalog -- listing university films, filmstrips, tape and disc recordings.
  - h. Renting of films from other sources for teachers.
5. Consultation with the audio-visual staff concerning:
- a. The selection and use of equipment and materials.
  - b. Instructional problems with audio-visual materials.
  - c. Specifications for obtaining new equipment.
  - d. Meeting methods classes to inform the students of the use of equipment and materials.

#### Development of the Questionnaire

Through consultation with the staff members of the audio-visual center a questionnaire was devised to gather the data needed for the investigation of the stated problem.

Prior to development of the questionnaire several factors were considered to assist the investigator in determining content areas to

be included. The procedures preliminary to the questionnaire were:

1. An inventory of the present facilities of the audio-visual center to determine what materials and equipment were available for instructional use.
2. A survey of the services provided by the audio-visual center to determine what services were available to the instructional staff.
3. A review of literature to determine what other materials, equipment, and services could be made available to the instructional staff.

The review revealed that other audio-visual centers are providing the following services which are not presently offered by the audio-visual center at Eastern Illinois University:

1. Closed circuit television for group demonstration.
2. Video-tape machines for televised production of instruction.
3. Programmed instruction or teaching machines for individual instruction.
4. Work areas for teacher production of materials.
5. In-service training programs for the faculty concerning utilization of materials, equipment and services.

In order to obtain the data for the study and to determine the services utilized by the staff at Eastern Illinois University, the questionnaire was sent to all classroom instructors. The questionnaire (Appendix B) was separated into five headings: Materials, Equipment, Graphics and Photographic Production, Campus Services, and Consultation

with the Audio-visual Staff. The instructor was asked to place a check mark in the blank or blanks which best explained his use of the items listed on the questionnaire. The instructor placed a check mark under one or more of the following responses: Used More Than Once A Week, Used Less than Once a Week, Not Used, Not Aware Existed, and Would Use If Easier to Obtain. A blank was left for the respondent to comment on other equipment, materials, and services not available but desired. Another blank was left for the respondent to give additional comments concerning audio-visual materials, equipment, and services received.

#### Collection of Data

To facilitate the study, 244 letters and questionnaires were sent by the Director of the Audio-visual center. The questionnaires were sent out through campus mail on Tuesday, March 9, 1965. One hundred sixty-three (66.39%) questionnaires were returned. No follow-up letters were sent because responses were received from each department. The responses represented the teaching staff with relation to the number of years of teaching experience at Eastern Illinois University.

Sixty-eight and seven-tenths per cent (68.7%) of the questionnaires sent to staff members holding their doctorates were returned. The high percentage of returns might be attributed to the prominence that audio-visual materials have attained in classroom instruction and the interest the teachers have in improving their instruction. In addition to completing the questionnaires, many instructors commented concerning new and additional materials and equipment needed in their instructional areas.

Table I indicates the number of questionnaires sent and returned. This table shows the intercorrelation of the percentage of returned questionnaires and years of teaching experience at Eastern Illinois University.

TABLE I

## QUESTIONNAIRES SENT AND RETURNED

EXPERIENCE	SENT	RETURNED	NOT RETURNED	PER CENT RETURNED
1 yr.	48	31	17	64.6%
2 yrs.	44	29	15	65.9%
3 yrs.	19	14	5	73.7%
4-5 yrs.	24	17	7	70.8%
6-10 yrs.	42	30	12	71.4%
11-15 yrs.	19	11	8	57.9%
16-20 yrs.	29	20	9	68.9%
21-39 yrs.	19	11	8	57.9%
TOTAL	244	163	81	66.39%

## CHAPTER II

### INTERPRETATION OF DATA

#### Staff Utilization of Instructional Services

The professional staff of the audio-visual center at Eastern Illinois University serves individual faculty members with materials, equipment, and consultation to help the faculty achieve a higher level of instruction in the classroom. This portion of the study reports the response of instructional personnel to these services and their utilization of the services offered.

The data received from the returned questionnaires were transferred to I.B.M. cards and processed on the I.B.M. card-sorter to obtain a frequency distribution of answers.

The questionnaire (Appendix B) was sectioned into five parts pertaining to instructional services provided by the audio-visual center: (1) Materials, (2) Equipment, (3) Graphics, (4) Campus Services, and (5) Consultation with the Audio-visual Staff. Figures I, II, III, IV, and V indicate the percentage of instructors using at least one item listed in each section of the questionnaire. The instructional staff was separated into eight groups according to the number of years of teaching experience at Eastern Illinois University. The eight groups were: 1 year of experience, 2 years of experience, 3 years of experience, 4 to 5 years of experience,



6 to 10 years of experience, 11 to 15 years of experience, 16 to 20 years of experience, and 21 to 39 years of experience. This was done to determine if there were any differences between certain experience groups and the audio-visual services each group utilized.

Figure I shows the percentage of instructors using materials. The graph indicates the respondents using at least one or more materials listed on the questionnaire. Based upon the questionnaires returned, the mean utilization of materials is eighty-seven and one-tenth per cent (87.1%). The first-year teachers and those teachers having taught over twenty-one years at Eastern Illinois University ranked lower than the mean. The teachers having taught more than one year but less than sixteen years at Eastern Illinois University were over the mean. Those teachers having taught between four years to fifteen years ranked highest in the utilization of materials provided by the audio-visual center.

Figure II shows the percentage of instructors using equipment. Each respondent indicated that he used one or more items of equipment listed on the questionnaire. Utilization of equipment, based upon the questionnaires returned, had a mean of eighty-four per cent (84.0%). The correlation between Figure I and Figure II was very similar except for the four-five year group. This difference may be due to the fact that several departments have some of their own equipment.

FIGURE I

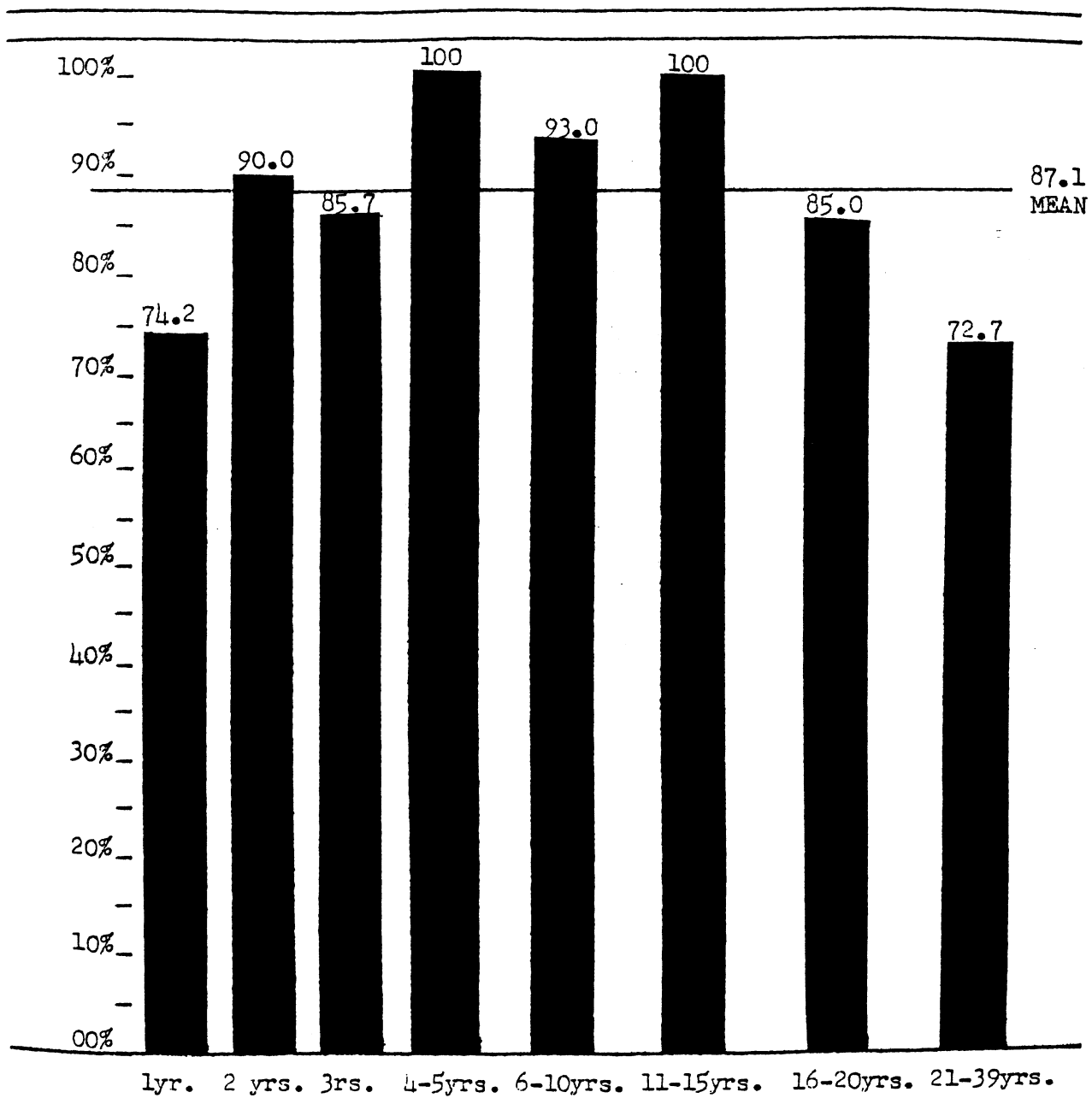
INTERCORRELATION OF MATERIALS USED AND  
YEARS OF TEACHING EXPERIENCE

FIGURE II

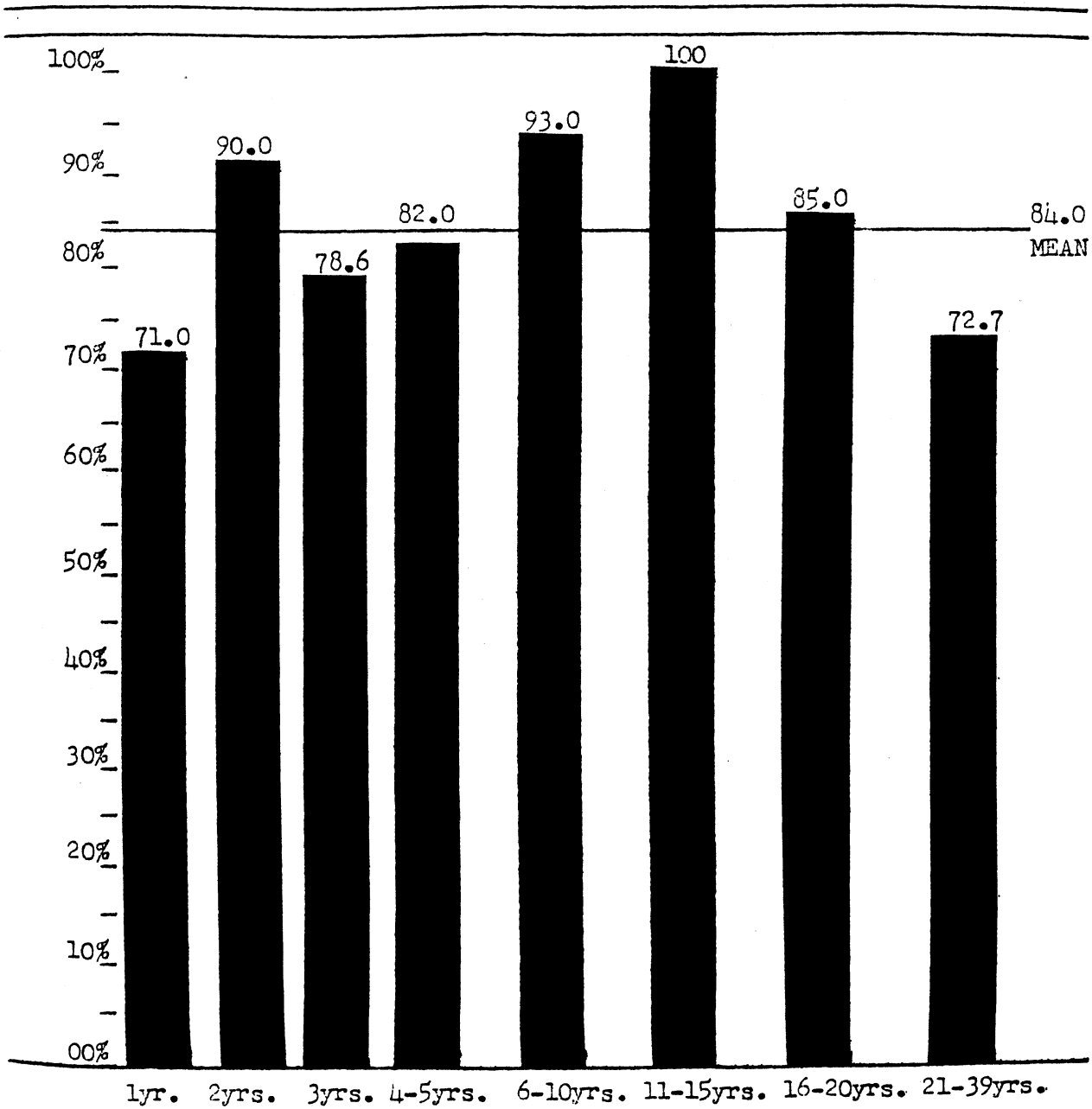
INTERCORRELATION OF EQUIPMENT USED AND  
YEARS OF TEACHING EXPERIENCE

Figure III shows the percentage of respondents using one or more of the graphics services provided by the audio-visual center. Based upon the questionnaires returned, the utilization of the graphics section had a mean of forty-six and six-tenths per cent (46.6%). The low response to this section of the questionnaire may have been partly due to the fact that this is a relatively new area of service in the audio-visual center.

Figure IV indicates the percentage of respondents who were using one or more items provided by campus services. The mean utilization was eighty-two and two-tenths per cent (82.2%). All groups responded well to this section of the questionnaire, except for the first-year and the twenty-one to thirty-nine-year groups. The high response to this section of the questionnaire may have been due to the fact that campus services are an important and intragral part of the audio-visual center.

Figure V shows the percentage of instructors using the consultation services of the audio-visual staff. The graph indicates the percentage of respondents that consulted the audio-visual staff concerning one or more of the services listed on the questionnaire. The mean utilization was fifty-three and four-tenths per cent (53.4%). The sixteen to twenty-year group ranked highest on this section of the questionnaire. The first-year and the twenty-one to thirty-nine-year groups were lowest in utilization. The high response of the teachers having taught for two to twenty years may have been partly due to the fact that they have become orientated to campus facilities for instruction.

FIGURE III

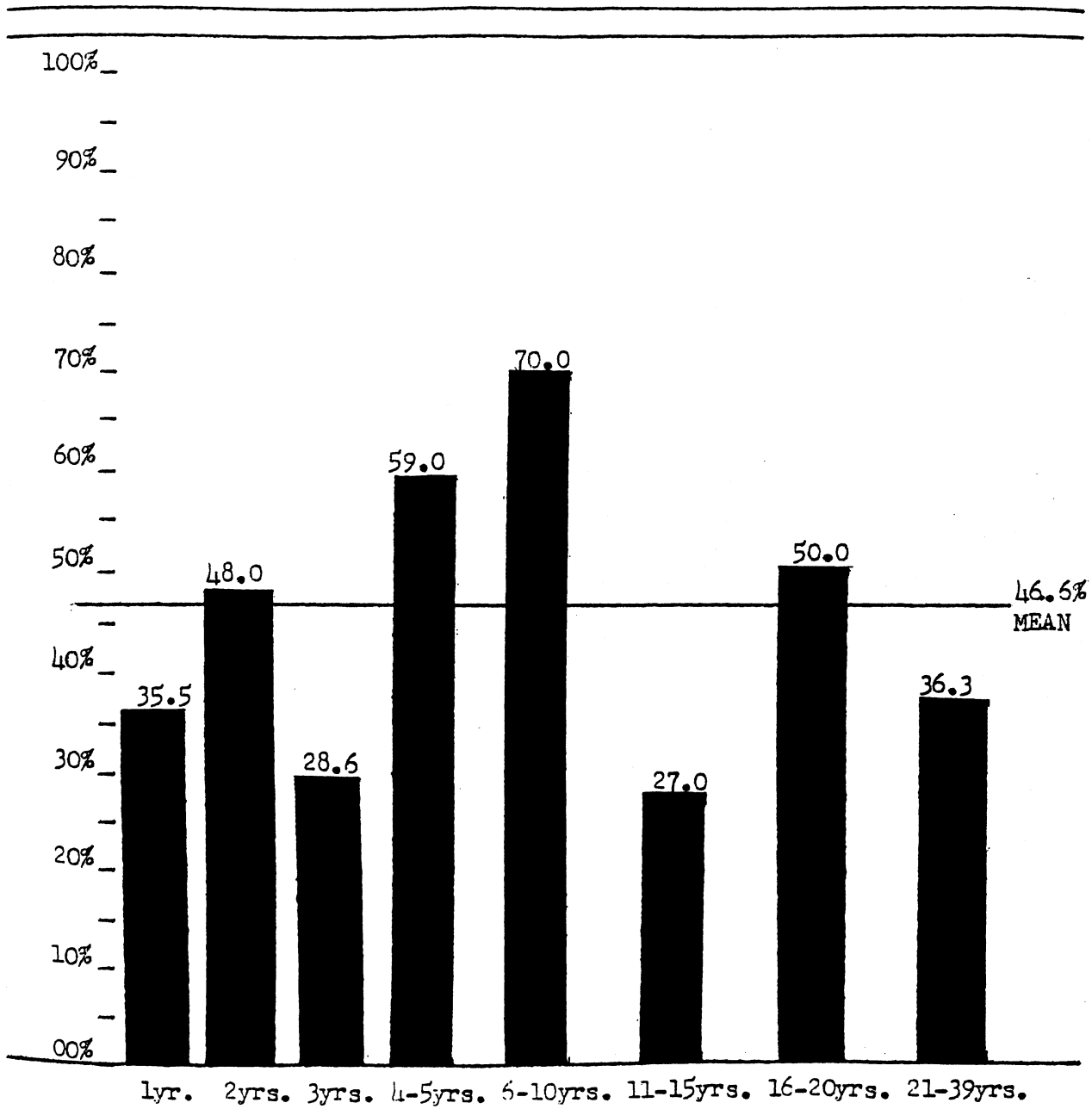
INTERCORRELATION OF GRAPHICS USED AND  
YEARS OF TEACHING EXPERIENCE

FIGURE IV

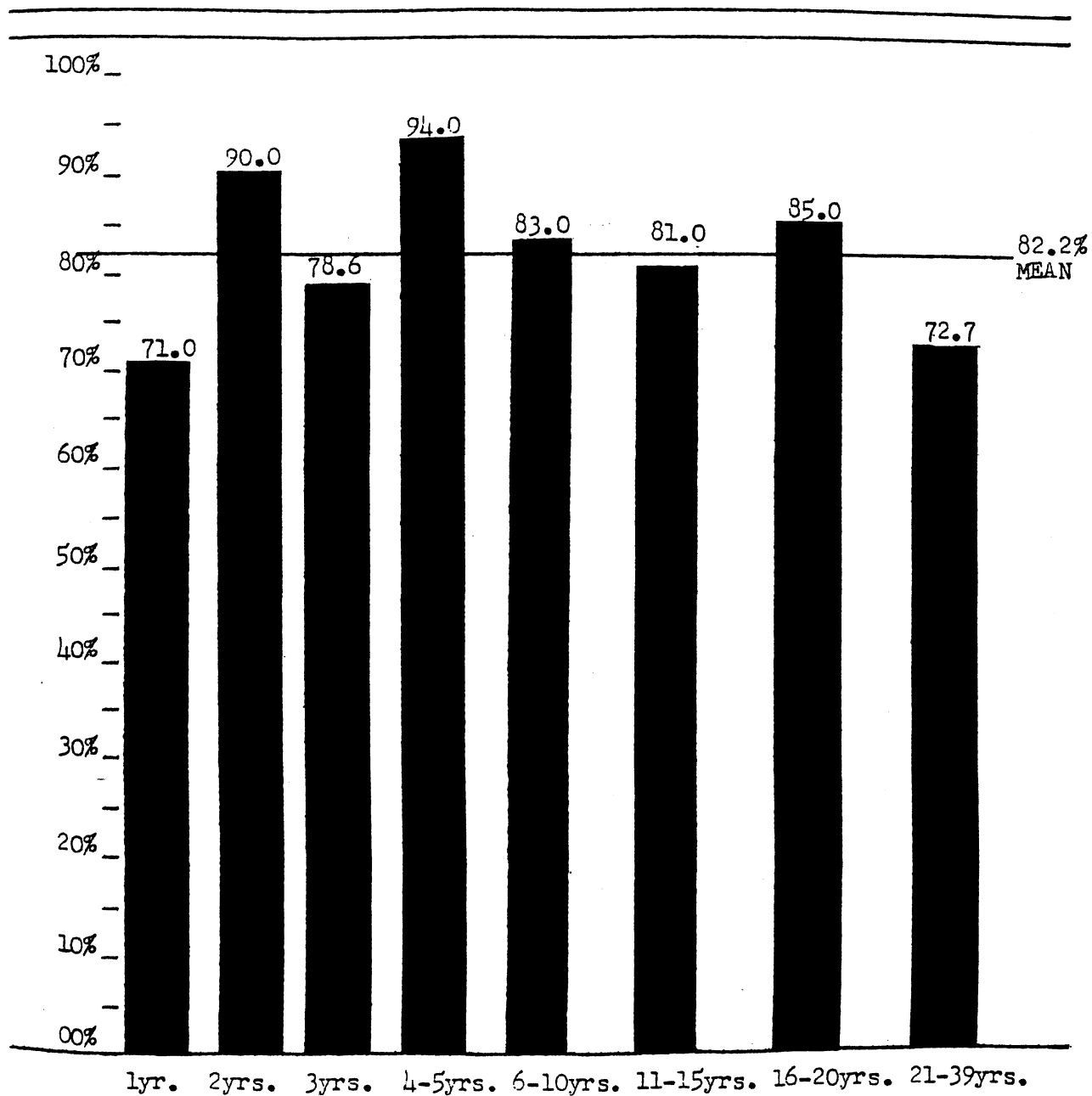
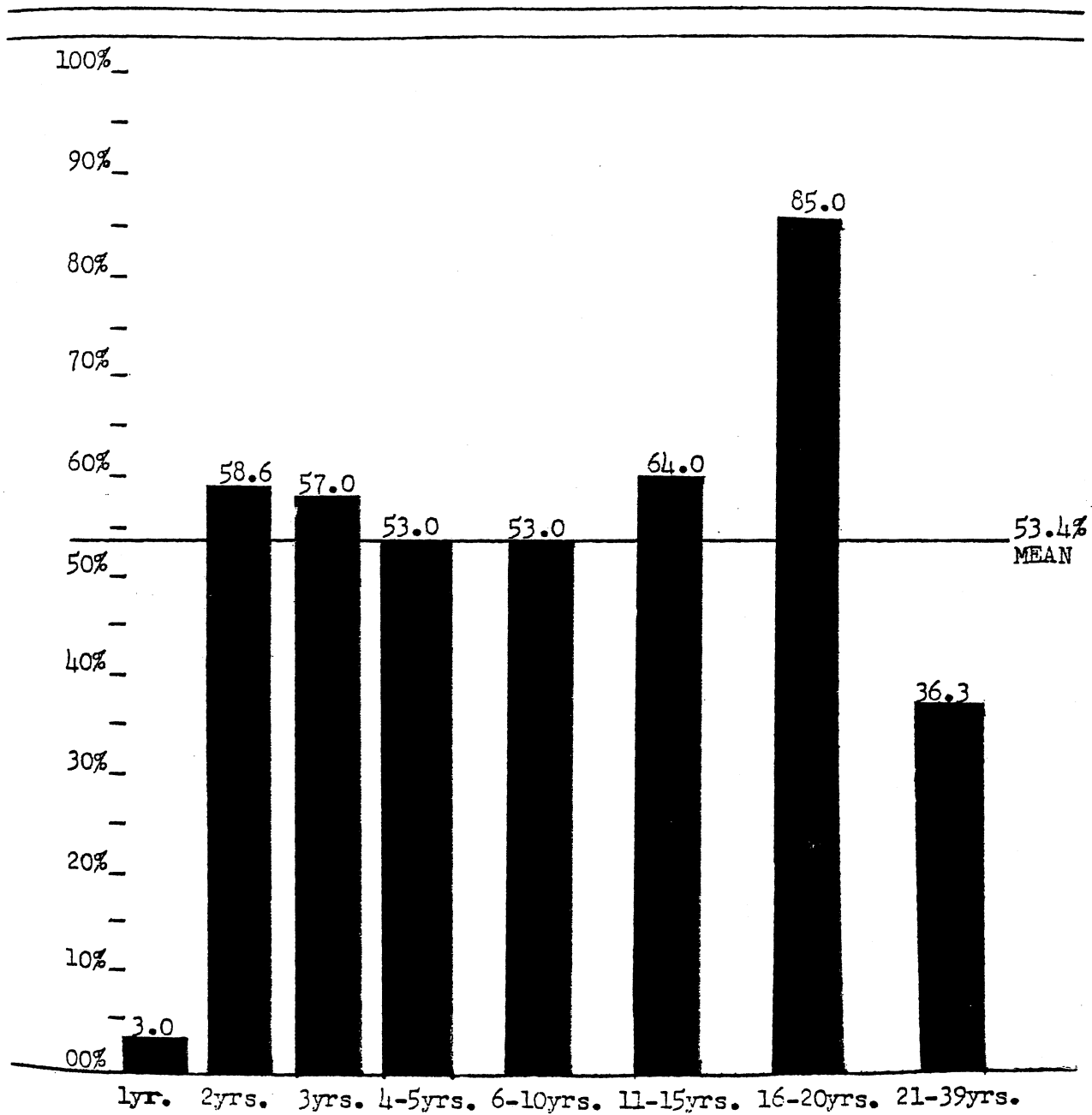
INTERCORRELATION OF CAMPUS SERVICES USED AND  
YEARS OF TEACHING EXPERIENCE

FIGURE V

INTERCORRELATION OF CONSULTATION USED AND  
YEARS OF TEACHING EXPERIENCE

Utilization of Materials, Equipment, and Services for Instruction

The tabulation of data for this section showed a frequency total of the instructional staff answers to each item. This was done to determine:

1. What utilization was made of each item by the instructional staff?
2. What items were the instructional staff unaware of that are provided by the audio-visual center?
3. What items would the instructional staff use if they were easier to obtain.

The data received from the returned questionnaires were placed on Tables II, III, IV, V and VI. Each table lists items of equipment, materials, and/or services according to the appropriate headings.

Table II shows the frequency of response to each item listed under the heading of materials. The items showing the greatest amount of utilization by the instructional staff were:

1. 16mm films -- sixty-eight and seven-tenths per cent (68.7%).
2. 35mm filmstrips -- thirty-five per cent (35.0%).
3. Transparency materials for overhead projectors -- thirty-three and one-tenth per cent (33.1%).

The materials showing the least amount of utilization by the instructional staff were:

1.  $3\frac{1}{4}$  x 4 lantern slides.
2. 8mm (single concept) films.
3. photographic prints.



There were few items listed under the heading of materials that the instructional staff were not aware of. The response to items listed under the heading of materials that the instructional staff would use if easier to obtain, were:

1. transparency materials for overhead projectors.
2. 8mm (single concept) films.
3. 16mm films.

Table III shows the frequency of answers to each item under the heading of equipment. The items of equipment showing the greatest amount of utilization in this section of the questionnaire were:

1. Projection screens -- sixty-six and nine-tenths per cent (66.9%).
2. Projection carts -- fifty-two and one-tenth per cent (52.1%).
3. 16mm projectors -- fifty-five and one-tenth per cent (55.1%).
4. Overhead projectors -- thirty-nine and nine-tenths per cent (39.9%).

The items showing the least amount of utilization by the instructional staff were:

1.  $3\frac{1}{4}$  x 4 lantern slide projectors.
2. micro-projectors.
3. 8mm (single concept) projectors.

The low utilization of the  $3\frac{1}{4}$  x 4 lantern slide projectors may have been due to the fact that they are being replaced by the 2 x 2 slide projectors. According to the data received, only a few of the instructional staff members were not aware of all the equipment available. The equipment

TABLE II

## UTILIZATION OF MATERIALS

Materials for Instructional Use	No Response	Used More Than Once A Week	Used Less Than Once a Week	Not Used	Not Aware Existed	Would Use If Easier To Obtain
Tape recordings . . . . .	29	9	39	86	4	2
Disc recordings . . . . .	26	6	34	92	4	1
16mm Films . . . . .	9	14	98	38	0	4
8mm (single concept) Films .	41	0	24	88	4	6
35mm Filmstrips. . . . .	27	4	53	78	2	3
3½ x 4 Lantern slides. . . .	39	0	11	104	7	2
35mm Slides. . . . .	32	7	33	85	3	3
Photographic prints. . . . .	36	3	21	94	5	3
Transparency materials for overhead projectors. . . . .	32	17	38	67	2	7

the instructional staff would use more of if it were easier to obtain was:

1. opaque projectors.
2. overhead projectors.
3. projection carts.
4. 8mm (single concept) projectors.

Table IV shows graphic and photographic production services and the frequency of responses to each item. The services showing the greatest amount of utilization by the instructional staff were:

1. Transparency production -- twenty-five and one-tenth per cent (25.1%).
2. Photographic copying of printed materials -- nineteen and four-tenths per cent (19.4%).

The items indicated by the questionnaire showing the least amount of utilization were  $3\frac{1}{4}$  x 4 lantern slide production and dry mounting of materials. There was a high percentage of the instructional staff who were not aware that the services in this section were provided by the audio-visual center. The data indicated that a low per cent of the instructional staff would use these services if they were easier to obtain.

Table V shows campus services provided by the audio-visual center and the frequency of responses by the instructional staff of Eastern Illinois University. The services that ranked highest in utilization were:

1. Weekly film list and schedule of events of campus activities -- sixty-four and four-tenths per cent (64.4%).

TABLE III

## UTILIZATION OF EQUIPMENT

Equipment for Instructional Use	No Response	Used More Than Once A Week	Used Less Than Once a Week	Not Used	Not Aware Existed	Would Use If Easier To Obtain
Projection carts . . . . .	28	29	56	45	1	4
Projection screens . . . . .	21	30	79	31	0	2
Combination slide and filmstrip projectors . . . .	33	5	52	69	2	2
35mm Automatic slide projectors . . . . .	35	6	33	85	1	3
3 1/4 x 4 Lantern Slide . . . .	42	0	14	102	4	1
8mm (single concept) projectors . . . . .	39	0	23	94	3	4
16mm Projectors . . . . .	25	12	78	47	0	1
Opaque projectors . . . . .	35	6	45	70	0	7
Overhead projectors . . . . .	31	17	48	62	1	4
Micro-projectors for (microscope slides) . . . .	39	2	14	104	3	1
Disc record players . . . . .	26	8	44	83	0	2
Tape recorders and players .	34	11	45	71	0	2

TABLE IV

## UTILIZATION OF GRAPHIC AND PHOTOGRAPHIC PRODUCTION

Graphic and Photographic Production and Services for Instructional Use	No Response	Used More Than Once A Week	Used Less Than Once A Week	Not Used	Not Aware Existed	If Would Use Easier To Obtain
35mm Slides production . . .	32	1	16	96	10	8
Transparency production. . .	30	4	37	80	8	4
Lettering . . . . .	33	1	8	99	16	6
Photographic copying of printed materials. . . . .	34	1	29	81	12	6
Motion picture production . . .	38	1	6	100	10	3
Still picture prints . . . . .	36	2	10	100	10	3
Charts and graphs. . . . .	32	4	14	97	12	4
Posters . . . . .	34	3	11	94	16	5
Dry mounting of materials. . .	35	0	7	100	14	7
Laminating . . . . .	36	0	5	102	15	5
3 1/4 x 4 Lantern slide . . . . .	38	0	2	110	10	3

2. Pick up and delivery of materials and equipment for instructors -- fifty-seven per cent (57.0%).

The items that ranked lowest on the list of services in this section of the questionnaire for preview and auditioning were:

1. Films.
2. Filmstrips.
3. Tape recording.
4. Disc records.

There were few campus services that the instructional staff was not aware of. Few respondents indicated they would use the various campus services if they were easier to obtain.

Table VI shows the frequency of responses listed under consultation with the audio-visual staff. The item showing the greatest utilization was the selection and use of equipment and materials for classroom instruction, forty-seven and two-tenths per cent (47.2%). The item that ranked lowest was meeting method classes to instruct students in the use of audio-visual materials and equipment. There were several responses indicating that instructors of methods classes were not aware this consultation was available. Very few responses were received to the section "Would Use If Easier To Obtain."

#### Instructional Staff Comments

Space on the questionnaire (Appendix C) was left for the instructional staff to comment concerning additional materials, equipment, and services desired but not available. A high percentage of the

TABLE V

UTILIZATION OF CAMPUS SERVICES

Campus Services for Instructional Use	No Response	Used More Than Once A Week	Used Less Than Once A Week	Not Used	Not Aware Existed	Would Use If Easier To Obtain
Student projectionist . . .	19	3	62	76	0	3
Pick up and delivery of materials and equipment. .	23	9	84	42	3	2
Repair and replacement of equipment . . . . .	28	2	61	68	1	3
Monaural or stereo tape recording . . . . .	35	4	29	89	5	1
Preview and auditioning of films, filmstrips, tape recordings, and disc recordings for the selection and use in the audio-visual laboratory . . . . .	38	1	61	62	0	1
Weekly film list and schedule of events of campus activities . . . . .	24	39	66	34	0	0
Bi-annual production of university materials catalog	39	14	75	3	0	0
Renting of films from other sources. . . . .	23	9	80	49	1	1

TABLE VI

UTILIZATION OF CONSULTATION WITH THE AUDIO-VISUAL STAFF

Consultation With The Audio-visual Staff for Instructional Use	No Response	Used More Than Once A Week	Used Less Than Once A Week	Not Used	Not Aware Existed	Would Use If Easier To Obtain
Concerning the selection and use of equipment and materials. . . . .	29	4	73	54	2	1
Concerning instructional problems with audio-visual materials. . . . .	37	3	42	79	2	0
Concerning specifications for obtaining new equipment. . . . .	34	2	38	88	1	0
Meeting classes for the purpose of informing the students about the use of audio-visual materials and equipment. . . . .	39	1	13	103	7	0



questionnaires returned did contain comments. Forty-seven and eight-tenths per cent (47.8%) of the one hundred sixty-three returned questionnaires had one or more comments pertaining to equipment, materials and services desired.

Comments pertaining to audio-visual services were very favorable. There were several comments by first-year teachers at Eastern Illinois University desiring a publication explaining procedures to follow in requesting the services of the audio-visual center.

Many comments were returned on the questionnaire pertaining to materials and equipment. Some of the equipment and materials desired were:

1. Programmed instruction for data processing.
2. More record players.
3. Automatic slide projector with remote control for use from the front of the classroom.
4. Rear projection units for 16mm film projectors and slide projectors.
5. Closed circuit television for group demonstration and student teacher observation.
6. Video-tape machines for play-back of student teacher presentation.
7. Rapid tape dubbing equipment for speech department.
8. 8mm (single concept) projectors with slow, stop, and reverse.

9. 35mm slide series in art, foreign language, and English.
10. Purchase of 16mm films for almost all areas of instruction.
11. Improve the collection of disc recordings of dramatic readings, poetry, and plays for English.

## CHAPTER III

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### Summary

The purpose of this paper was to study the use and desired improvements of the audio-visual center by the instructional staff of Eastern Illinois University. The study also included an inter-correlation between the utilization of the facilities of the audio-visual center and the number of years of teaching experience at Eastern Illinois University.

The exceedingly high response to the questionnaire may be attributed to the prominence audio-visual materials have attained in classroom instruction and the interest the instructors have in improving their instruction.

The survey revealed that the beginning teachers and those teachers having taught over twenty years did not use as many audio-visual services as the teachers having taught between four to twenty years at Eastern Illinois University.

The survey showed that the following were the most used services, materials and equipment provided by the audio-visual center:

1. 16mm films.
2. 35mm filmstrips.

3. Transparency materials.
4. Projection screen and carts.
5. 16mm film projectors.
6. Overhead projectors.
7. Transparency production.
8. Photographic copying of printed materials.
9. Weekly film list and schedule of campus events.
10. Pick-up and delivery of equipment and materials.
11. Consultation with the audio-visual staff concerning selection and use of equipment and materials.

There were only a few items of equipment and materials that the instructional staff were not aware existed. However, there were several teachers not aware of the audio-visual services provided for instruction.

Listed below are several items of equipment and materials that would be used by the instructional staff if they were easier to obtain:

1. Transparency materials for overhead projectors.
2. 8mm (single concept) films.
3. 16mm films.
4. Opaque projectors.
5. Overhead projectors.
6. Projection carts.
7. 8mm (single concept) projectors.

The comments submitted by the instructional staff revealed a need for the audio-visual center to inform the instructional staff about new materials, equipment, and services.

## Conclusions

The instructional services provided by the audio-visual center are varied. An audio-visual program must include a wide range of facilities to fit the curriculum it serves. A periodic investigation of the audio-visual program should be taken to make sure that its functions meet the needs of the curriculum.

The high response to the questionnaires sent to the instructional staff of Eastern Illinois University indicated substantial interest in audio-visual materials, equipment and services.

The low utilization of the audio-visual facilities by the first year teachers and the teachers having taught over twenty years indicated a real need for the audio-visual center to provide for those teachers a better understanding of the audio-visual materials, equipment, and services.

The equipment, materials and services that were indicated as having a high amount of utilization need to be evaluated to determine what items should be included in the planning of future budgets.

The high response of the instructors indicating the services they were not aware existed showed a need to increase the knowledge of the instructors about audio-visual services.

The survey indicated a need to investigate the possibility of either increasing the inventory of materials and equipment or redistributing these items according to the needs of each department.

The comments submitted by the instructional staff indicated a

need to inform the instructional staff about the present audio-visual facilities for instruction.

### Recommendations

The recommendations suggest improvements of services offered by the audio-visual center to provide a basis for future planning.

#### Recommendations:

1. A publication of some type to be developed and distributed to all faculty members of Eastern Illinois University. The publication should contain:
  - a. A list of services, equipment, and materials available from the audio-visual center.
  - b. An explanation of each item and the proper application and use of each.
  - c. An explanation of procedures to follow in obtaining audio-visual services.
  - d. A form to follow as an example when ordering films or services from the audio-visual center.
  - e. An explanation of costs to departments for audio-visual services.
2. A quarterly news letter to be distributed to all faculty members of Eastern Illinois University. The news letter should include:
  - a. A list of new films according to departments, with a short description of each film.

- b. A listing of new audio-visual equipment with commercial brochures.
  - c. A list of new materials available for instruction in the classroom.
  - d. A list of new innovations for instruction through the use of audio-visual facilities.
  - e. An article in each news letter explaining the use of a particular item for instruction.
3. An audio-visual workshop to be given to the instructional staff. Suggestions for the workshop are:
- a. To keep them abreast of new developments in the audio-visual field.
  - b. To be held at the beginning of fall quarter; so that new instructors would become acquainted with the audio-visual services available at Eastern Illinois University.
4. A further study to be conducted concerning specific utilization of different facilities offered by the audio-visual center. The study should be developed according to:
- a. Specific use in each department.
  - b. Frequency of use in each department.
  - c. Anticipated needs of each department.
5. More direct contact of the audio-visual staff with the instructional staff. The contact could be improved through:
- a. College departmental meetings.
  - b. Individual appointments.

APPENDIX A

PERSONAL LETTER SENT TO INSTRUCTIONAL STAFF

MEMBERS OF EASTERN ILLINOIS UNIVERSITY





Eastern Illinois University  
Charleston, Illinois

March 1, 1965

Dear Faculty Member:

Will you take a few moments to help us? We are considering the improvement of our audio-visual services for instruction. Prior to any change in the procedure of the services offered, we are conducting a survey of the present materials, services, and equipment available to the staff of Eastern Illinois University for classroom instruction.

We would appreciate your time and effort in answering the enclosed survey. Please return the survey to the Audio-Visual Center at your earliest convenience.

Sincerely yours

Gene Stokeman  
Director

VS:hs

APPENDIX B

QUESTIONNAIRE USED IN THE STUDY

SURVEY OF AUDIO-VISUAL MATERIALS,  
SERVICES, AND EQUIPMENT FOR INSTRUCTION  
AT EASTERN ILLINOIS UNIVERSITY

NAME \_\_\_\_\_ UNIVERSITY BUILDING \_\_\_\_\_

TOTAL YEARS TEACHING EXPERIENCE \_\_\_\_\_ DEPARTMENT \_\_\_\_\_

TOTAL YEARS TEACHING AT E.I.U. \_\_\_\_\_ SUBJECT AREA TAUGHT \_\_\_\_\_

COURSE LEVEL: Frosh. \_\_\_ Soph. \_\_\_ Jr. \_\_\_ Sr. \_\_\_ Grad. \_\_\_ AVERAGE CLASS SIZE \_\_\_\_\_

Please place a  check mark in the blank or blanks which best explain your use of the following list of materials and equipment in your class.

<u>Audio-visual materials used for instruction</u>	USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
<u>MATERIALS</u>					
Tape recordings					
Disc recordings					
16mm Films					
8mm Films (single concept)					
35mm Filmstrips					
3½x4 Lantern slides					
35mm Slides					
Photographic prints					
Transparency materials for overhead projectors					

<u>EQUIPMENT</u>	USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
Projection carts					
Projection screens					
Combination slide and filmstrip projectors					
35mm Automatic slide projectors					
3½x4 Lantern slide projectors					
8mm (single concept) projectors					
16mm Projectors					
Opaque projectors					
Overhead projectors					
Micro-projectors for (microscope slides)					
Disc record players					
Tape recorders-players					

Please place a  check mark in the blank or blanks which best explains your use of the following list of services for your class instruction.

Audio-visual services used for instruction

USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
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SERVICES

GRAPHIC & PHOTOGRAPHIC PRODUCTION

	USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
35mm Slides production					
Transparency production					
Lettering					
Photographic copying of printed materials					
Motion picture production					
Still picture prints					
Charts and graphs					
Posters					
Dry mounting of materials					
Laminating					
3½x4 Lantern slide production					

CAMPUS SERVICES

	USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
Student projectionist					
Pick up and delivery of materials & equipment					
Repair & replacement of equipment					
Monoral or Stereo tape recording					
Preview & Auditioning of films, filmstrips, tape recordings, & disc recordings for the selection in the A-V lab,					
Weekly film list and schedule of events of campus activities					
Bi-annual production of university materials catalog					
Renting of films from other sources					

CONSULTATION WITH THE A-V STAFF

	USED MORE THAN ONCE A WEEK	USED LESS THAN ONCE A WEEK	NOT USED	NOT AWARE EXISTED	WOULD USE IF EASIER TO OBTAIN
Concerning the selection and use of equip. & materials					
Concerning instructional problems with A-V materials					
Concerning specifications with obtaining new equipment					
Meeting your class for the purpose of informing the students about the use of A-V materials and equipment					

Other services not available but desired.

APPENDIX C

COMMENTS BY THE INSTRUCTIONAL STAFF OF EASTERN ILLINOIS UNIVERSITY  
CONCERNING AUDIO-VISUAL SERVICES, MATERIALS, AND EQUIPMENT

This appendix contains instructional staff comments suggesting new or improved materials, equipment, and services, that they would like to have provided by the audio-visual center.

The comments are stated in their original form. They convey the information intended by the respondent, even though many comments are not expressed in proper sentence structure.

### Art

I would use a few films in ceramics, if they were available at the right times. Since Art 225 is taught every quarter, such films could be used fairly often. We need slides and either prints or photo copies of ceramics from all periods of art. Books are available but not enough for large classes. Could also use a photographic sequence of person throwing on the potters wheel - or other hand building processes.

This may be beyond the realm but it would be a great asset if you could put out publication for various departments. The most valuable services given me by audio-visual has been helping in taking pictures and organizing student work for service in other classes -- graduate study, etc.

We have always been exceedingly well pleased with your services and your prompt attention to requests -- and we have been very demanding at times!

Now that I have the new audio-visual materials catalog, I'm sure I will find it easier to make use of available equipment and services more than I have previously. It takes time for a new teacher to get acquainted with the mechanics of all this.

I would like to try the sort of slide viewer which projects on its own translucent screen. Many of these rooms we use have no drapes to darken them and I believe the described projector works reasonably well in a room with dim light.

Remote control projection equipment.

We need very badly double projectors for 2x2 slides, but would rather have the remote control type, which would be operated from the front of the class.

I would enjoy having slides made of art students work from various grade levels -- developing continuity in a slide file for use in methods classes, without having to be concerned with budgetary allotments.

### Business

I formerly used audio-visual services extensively. Because of the reduced teaching assignment since 1959, I have used its services almost none.

I am highly impressed with the efficient organization and friendly, helpful service provided by the audio-visual staff.

I have tried using a overhead projector but the projection material has shown up on the screen too small to be seen by much of the class. If this problem did not exist I could use the overhead projector almost every week.

I'm very pleased with out audio-visual services.

This is my first year here. I plan to use many more of the available equipment and services as my new lesson plans develop.

I have been studying in the area of data processing from programmed instruction manuals. It is a very effective method. What about some type of machines of this type?

### Botany

Excellent cooperative attitudes and fine service by the entire staff.

I have found the audio-visual center services quite adequate. I have not kept records concerning the materials used by the students in the methods and in student teaching. The visual aids are such a part of biology that it is difficult to find a day that several are not used.

### Chemistry

Chemistry could use a micro-overhead projector if always in the department. (Projector similar to one for N.S.F.).

As you know, we have been, due to past experience, somewhat self sufficient in the use of the materials. We do hope to have a micro-projector in the department full time -- so you don't have to borrow "our"!

We have used the 16mm films mainly, with Dr. Hamerski scheduling the films for departmental use. We borrow slide projectors upon occasion when we have a visiting lecturer.

Sent a letter to Mr. Stockman spring quarter requesting further 8mm films (single concept) for previewing and never received a reply.

### Education

Perhaps a bulletin periodically suggesting valuable techniques -- knowledge -- materials the professional faculty might not know about. I have found A-V resources and staff extremely cooperative in willingness to help at my suggestion or inquiry -- whenever I can't get the job done. The fault lies with my lack of knowledge or laxity in effort to use or discover.

I wish to keep A-V near the education classes.

Closed circuit T-V?

Instructor should be informed when a film is not confirmed in time for effective use.

I anticipate the more frequent use of audio-visual materials from the center. The A-V staff has always indicated a sincere willingness to be of assistance in the use or securing of A-V materials.

Will undoubtedly use some A-V materials and services more extensively as other matters get through the shakedown period.

Closed circuit T-V for observation of lab school classes especially for Ed. 232 and 332. Closed circuit T-V to facilitate observation. I have been well satisfied with the aid available in the specific course that I am teaching so all answers on above questionnaire may be deceiving.

I am sure the information is available always if one just asks for it -- but you also might find it useful to



occasionally "advertise" new services and equipment in the weekly announcement etc. Also very brief section on each piece of equipment and each service offered with suggestions for utilization in various areas. Ed. department people usually are quite familiar with A-V's potential, but other personnel may not be.

### English

I should use the service oftener than I do.

I think the English department should have a good phonograph or two and a collection of records for its exclusive use. The English department at Augustana College has a huge cabinet of its own records.

Additional movies (like the Student Senate series) of famous literary works; for example the modern Greek film of "Oedipus the King" with Katrina Paxinou (sp) and Olivier's "Hamlet" would be excellent for my world lit classes.

I have made use of my own tapes and discs and reproducing equipment.

I would like to produce some instructional 35mm films, but on whose time?

Record collection of dramatic readings of poetry, plays, etc., could be improved. Can we place orders?

### Foreign Languages

I have been gratified through the years with the services provided in obtaining and showing French movies.

Tackboard. I do not think we have Life magazine's series of filmstrips on "The Epic of Man" and "The History of Rome." These I would find use for. I would like more specific information on the items listed under "Graphic and Photographic Production." My chief use of audio-visual materials is in Latin club sessions. As time goes on and I become more familiar with your various services and materials, I hope to make increased use of both.

Records and gramophone.

Filmstrips and slides from Spain, Latin America.

Geography

Good Services.

Health Education

I don't need you in Anatomy: I've found you very helpful, very valuable in psychology (mental hygiene) and have appreciated your very fine service in providing films for this course. I have made limited but valuable use of films in personal hygiene.

Would like to purchase 5 or 6 basic films. Instructors may or may not be on the same instructional area at the same time -- makes sharing rented films difficult.

Flip chart.

This probably is a departmental problem (Health Education Department) rather than an A-V department problem, but here it is: #1 I would like to see all we teachers of H.E. 120 (Personal Hygiene) on the same broad units at approximately the same time during the quarter. A film may be ordered for Miss X's class the 2nd week of a qtr. and I am not on the unit until mid-quarter. #2. I'd like to see someone appointed educational materials coordinator for our dept. with a teaching load reduced by one class to carry on this assigned duty. Perhaps the school of health and physical education (over 30 teachers involved) could have a civil service employee whose main duties ( $\frac{1}{2}$  time) are in area of educational materials with A-V.

History

Vern: I am not too familiar with the source of budget for these items. However, the austerity aspects of departmental budgets often makes a person hesitant to request anything which would use funds that might be needed for something more urgent.

How about a free rental service for cooperating teachers that have student teachers in a particular designated quarter. Schools pay return postage?

I have found the services of the A-V center to be of excellent quality, prompt and efficient. I am gradually using that service more and more.

Need more catalogs for listings at other schools. If we had a list of films in history from Indiana and Iowa in addition to Illinois it would help.

### Home Economics

This is not a very valid evaluation. I have been here such a short time. Service has been excellent when I have asked for it.

You're most cooperative -- pleasant to deal with. Any lack of materials is our own laziness and lack of creativeness!

### Industrial Arts

Good audio-visual materials for professional courses in Ind. Arts are very limited. In technical courses we should be using much more of it.

Have used materials and services in past but not doing so at present time.

The A-V division seems to be willing enough but faculty are careful in guarding their teaching time. Maybe too lazy to study and acquire the assistance of A-V materials, etc.

Portable micro-film reader.

### Math

I have nothing but praise and more praise for the many services rendered by members of the audio-visual department. I have yet to be disappointed! Keep it up.

### Music

Your service now is excellent. I have no suggestions for its improvement. I am completely satisfied with it!

Self teaching materials and drill (study) equipment needed, but a thorough study of needs must be done before this can be requested.

Wish we had a video-tape recorder, especially for student teacher work.

Services are excellent!

We need much much more materials for music appreciation than we have in A-V dept. Perhaps owning might be cheaper than renting items which are use often.

I expect to start using transparencies for overhead projection more extensively next year.

#### Physical Education -- Men

I would use your material and suggestions for improving class lectures if I could just find time to so organize.

I think we should use your services more, but time does not allow for adequate planning. Besides distributively - information as you do so well in printed materials, an audio-visual clinic for new faculty may be worth while to inform them of services. If you really wish to do a job -- research available materials for each main department on campus and distribute this information.

I have enjoyed my working relations with the A-V staff.

#### Physical Education -- Women

A-V is of great importance to physical education on a "hurry-up" basis. We need a film on the spur of the moment often, because of weather conditions. We wait for our A-V instruction until a "rainy day." This means getting a film without prior notice. Therefore, storage of such films within Lantz Gym and having a projector immediately available is of great help.

Have used materials for off campus lectures supplied for cooperating teachers and student teachers use. Assistance to schools for materials we own in dept. and from audio-visual aids,

I have had only one contact with the audio-visual services. It was most pleasant. The equipment was pick-up immediately and returned in a short period of time. The telephone conversation in regard to having the equipment repaired was courteous and enjoyable.

Would like information on how to suggest films for purchase.

8mm projector -- with slow, reverse and stop.

### Social Science

- I. Expansion of film library in these areas:
  - (1) local government -- problems and process
  - (2) civil rights and the constitution
  - (3) local and state leadership
- II. Production of films and tapes by the A-V dept. and theater arts dept. would save cash and contribute to student interest in political issues.

### Speech

We use a tape recorder on occasion but use our own not from the A-V center. In public speaking and discussion and persuasion we use "live" models. Our students often use audio-visual aids in presenting their speeches.

Rapid dubbing of taped material.

T-V equipment. I would like to see a full-time electronic engineer employed to handle all campus equipment.

There are materials available but limited in our field. I would appreciate any new brochures of films on filmstrips in speech.

### Zoology

I'm fairly happy!

16mm films and 35mm slides are used quite regularly at certain times during the year; I use my own 35mm kodachromes during lecture and during lab. for example, when I'm teaching Zoo. 120, Biol. 126, and others.

Microfilm service?

The staff of the audio-visual center has been very helpful in making films from the film library promptly available for classroom use. A wide and useful selection of 16mm films in zoological subjects is available.

Not aware of full services available -- What is cost etc.

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