A Report of an Internship in the Office of Instructional Development Western Michigan University

Emmanuel Mariampillai

Western Michigan University

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A REPORT OF AN INTERNSHIP
IN THE OFFICE OF INSTRUCTIONAL DEVELOPMENT
WESTERN MICHIGAN UNIVERSITY

by
Emmanuel Mariampillai

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1979
The major internship for the Specialist Project was served in the Office of Instructional Development on the Western Michigan University Campus. This Office has established a variety of programs and services to improve the University's educational programs and to aid other institutions of higher education. The Supervisor of the internship was Dr. Howard Poole, the Head of the Office of Instructional Development, and the University advisor was Dr. Kenneth E. Dickie. The major goal of the internship was to experience the role of an instructional developer and to participate in the activities of a university level instructional development program.

The extent to which the established goals of the internship were achieved and the means through which these goals were achieved are presented in this report. A log was maintained to record the various activities engaged in throughout the period of the internship. A conclusion reached is that an internship is an important component of a training program for those who aspire to be instructional developers.
ACKNOWLEDGEMENTS

The intern wishes to express her indebtedness to Dr. Kenneth Dickie, his Graduate Advisor, for his guidance and encouragement.

The intern deeply appreciates the interest evinced by Dr. Howard Poole to provide the intern with a great range of educational experiences. The intern feels richer from his association with Dr. Poole.

A very special thanks and appreciation go to Mrs. Helen Zant who typed these papers.

Emmanuel Mariampillai
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PROSPECTUS INTRODUCTION

Community educators, community development workers and others interested in programs to educate rural populations could benefit from training as instructional developers. This internship with the Office of Instructional Development at Western Michigan University will provide the intern with practical experience in the role and responsibilities of an instructional developer. Specifically the internship will enable the intern:

1. To gather first-hand information on procedures for planning, organizing, conducting, and evaluating in-service programs.

2. To actively participate in in-service programs designed to improve teaching.

3. To evaluate instructional development projects undertaken by teams of student assistants and faculty members.

4. To work with trained personnel in planning, organizing, and producing an in-service video tape on "Student Perceptions of Faculty".

5. To visit instructional material production centers to exchange ideas on instructional development.

The intern will attempt to successfully master objectives in three major areas. The three areas include (1) administration of instructional development programs, (2) human relations and instructional development, and (3) conceptualization of instructional development. The specific objectives, selected experiences, and desired terminal skills are listed on the following pages.
MAJOR INTERNSHIP PROSPECTUS

SPONSOR: Office of Instructional Development
Western Michigan University
Kalamazoo, Michigan

UNIVERSITY ADVISOR: Dr. Kenneth E. Dickie

FIELD SUPERVISOR: Dr. Howard Poole

MAJOR GOAL OF INTERNSHIP: To experience the role of an instructional developer and to participate in the activities of a university level Instructional Development program.

DURATION: Fall, Winter Semester (30 weeks) 1978-79
OBJECTIVES | EXPERIENCES & CONTACTS | TERMINAL SKILLS

ADMINISTRATION | The intern will ... | The intern will be able ...

1. To acquire an understanding of the design and operation of in-service training programs.
   - study the various procedures adopted by the organizers of in-service training programs.
   - to outline the procedures involved in designing, organizing, and operating an in-service training program.

2. To gain experience in the organization and management of an in-service training program.
   - actively participate in the in-service programs and assist the organizer by assuming responsibility for various in-service activities.
   - to conduct training programs for village extension workers and community health educators.

3. To acquire an understanding of the procedures and process for organizing an on-going instructional development program.
   - plan and conduct an evaluation of the Student Assistantship Program and write a summary report of the evaluation findings.
   - to conduct evaluations of instructional development programs.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>EXPERIENCES &amp; CONTACTS</th>
<th>TERMINAL SKILLS</th>
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<tbody>
<tr>
<td>HUMAN RELATIONS</td>
<td>The intern will ...</td>
<td>The intern will be able ...</td>
</tr>
<tr>
<td>1. To gain an understanding of the role of an instructional developer in an educational system.</td>
<td>observe the role played by an instructional developer at a college campus and compare the role with descriptions found in the published literature of the field.</td>
<td>to describe the role of an instructional developer in an educational system.</td>
</tr>
<tr>
<td>2. To gain an understanding of various approaches for involving teachers, students, commercial firms and funding agencies in instructional development programs.</td>
<td>observe the approaches adopted by an instructional developer and attend workshops and seminars for instructional developers.</td>
<td>to describe various approaches for utilizing teachers, students, commercial firms and funding agencies in instructional development programs.</td>
</tr>
<tr>
<td>3. To develop skills in relating to others.</td>
<td>interact with other instructional developers, dialogue with them, respect them and their views, and try to cultivate good human relations.</td>
<td>to relate to others, understand and appreciate others and their views.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES &amp; CONTACTS</td>
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<td>CONCEPT FORMATION</td>
<td>The intern will ...</td>
<td>The intern will be able ...</td>
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1. To gain an understanding of a developmental process for developing instructional materials to meet specific needs.

- assist in the design and production of a video tape on "Student Perceptions of Faculty" teaching activities.
- to describe a developmental process to design and produce instructional materials.

2. To gain an understanding of the evaluation process for evaluating on-going instructional development programs.

- organize, conduct and summarize an evaluation survey of faculty members who undertook to supervise a Student Assistantship Project.
- design questionnaire, conduct interviews, summarize data, and write a report on the different viewpoints and opinions of faculty members regarding Student Assistantship Projects.

3. To identify and contrast instructional development activities and media development activities within the services of an instructional development program.

- analyze the various activities of instructional developers to determine if they are instructional development or media development activities.
- to identify instructional development and media development activities and contrast their role as part of a total instructional development program.

4. To gain experience in the planning, organizing, and production of a video tape for instructional purposes.

- assist in organizing the content, story board and production of an in-service video tape.
- to organize the production of video tape instructional materials.
ACHIEVEMENT OF ADMINISTRATIVE OBJECTIVES

Objective I. To Acquire an Understanding of the Design and Operation of In-Service Training Programs.

In order to acquire an understanding of the design and operation of in-service training programs, the intern read related literature on Instructional Development (Hoban, 1974). In addition, the intern read literature pertaining to the purpose, the increasing need, motivation for, and design and operation of in-service training programs (Stowe, 1973; Bloom, 1971; Cunningham, 1975; O'Connell and Walker, 1978).

To acquire an understanding of the design and operation of in-service training programs, the intern attended several meetings of the in-service training workshops "COPING WITH TEACHING" conducted by the Office of Instructional Development. These workshops were organized and conducted to assist Western Michigan University (WMU) faculty members in their growth and development as teachers. The intern also observed the preliminary planning arrangements and outcomes of a two-day orientation workshop to apply Piaget's Theory of Learning conducted by the University of Nebraska, Lincoln, under the sponsorship of the Office of Instructional Development.

From the readings and the participation in the workshops mentioned, the intern learned the following principles for the design and operation of in-service training programs. In-service training programs which are only one component in the process of instructional
development must be consistent with the specified requirements of the instructional system. In designing an in-service training program, one must incorporate various instructional strategies, feedback and reinforcement patterns, media display systems, facilities, and performance measures. All these provide the learning environment for a given learner and task.

In planning in-service training programs care must be taken to design programs that provide the learners with meaningful academic experiences. The effectiveness of an in-service program seems to be dependent upon its integration with a number of educational activities that form part of an instructional development process.

The Western Michigan University Office of Instructional Development appears to be conscious of this as evidenced by its development and integration of various programs with the in-service component. Some specific programs conducted by the WMU Office of Instructional Development are the Communications Program, Instructional Research Program, Grant Assistance Program, Faculty Enrichment Program, Student Assistantship Program, and Instructional Supportive Seminars.

The intern feels that as a result of this internship he has acquired some understanding of the principles involved in designing and implementing in-service training programs. He hopes to build on this knowledge by further studies and participation in more workshops organized for instructional developers. The intern has just completed a preliminary survey on media utilization and interest of teachers in the study of different types of audio visual media. This study is in relation to teachers in a denominational school system in Kalamazoo.
The intern hopes to assist in planning an in-service training program for teachers on audio visual media utilization for religious education. It is also the intention of the intern to plan, organize, and conduct training programs for social workers and village extension workers in his home country.
Objective II. To Gain Experiences in the Organization and Management of an In-Service Training Program.

To become familiar with strategies for the organization and management of an in-service training program, the intern read selectively in *Staff Development and Instructional Development Plans and Procedures* (Bishop, 1976) and the *Handbook of Summer Institute* (College Entrance Examinations Board, New York, 1965). The information gained from these readings was supplemented by discussions with Dr. Poole, the organizer of the in-service training program at WMU. In addition, the intern gained firsthand knowledge through participating in the various procedures that were followed in organizing in-service workshops. These procedures included surveying of faculty needs, planning according to these needs, selecting presenters, timely diffusion of information regarding the workshops, sending invitations to prospective participants, selecting and distributing reading materials related to the workshop topics to those who requested, and arranging for the physical facilities to support the workshop. In addition, the intern observed other key elements that were vital to the success of the in-service training workshops. There was always a warm welcome to everyone who came to the workshops. An informal, cordial atmosphere was maintained throughout the workshops. A sense of service and dedication to the cause was very evident. The observations described resulted primarily from the intern's involvement with the two-day long workshops on Piaget's Theory of Learning.

The intern also had an opportunity to gain insights into how the Mid-Michigan Society for Instructional Technology (MMSIT) organized
and managed its workshops. This was made possible by the intern's attendance at four business meetings of the MMSIT and also through discussions with the administrators of the MMSIT and with its past president, Dr. Poole. The intern participated in the MMSIT workshops conducted at Omnicom Productions, Amway Corporation, Michigan State University, and Western Michigan University. The discussion during the meetings provided the intern with opportunities to gather additional information and insights regarding different aspects of administration, planning, organization, and program development. The talks delivered at Omnicom Productions by its President, Mr. Paul Matchet, on "The Organizational Set-Up of Omnicom Productions" referred to the way the workshops and training programs for their distributors were organized and conducted. Mr. Matchet stressed that self-training must be supplemented with seminars, that the training should be continuous, and that there should be a systematic follow-up if training programs are to be a success. A talk on "Amway Distribution and Motivation System" by Mr. Ron Lindbloom and a presentation by Mr. Ron Rivers on "Training and Management Development at Amway" provided the intern with further insights into the principles of management and organization of in-service workshops.

From the readings, the participation at several in-service training workshops, and discussions with instructional developers the intern acquired the following principles regarding management and organization of in-service training programs in education.

1. First and foremost investigate basic concerns and identify needs based on information from target population.
2. Review the data collected in order to determine the nature and extent of the needs.

3. Validate the concerns and needs identified. Study the complications of the concerns and needs, the possible ways of meeting the needs, and the available resources to cater to the validated needs.

4. Translate identified and validated needs into general programs. Specify your objectives to meet the identified needs.

5. Determine priorities among your objectives. Have a rationale for establishing your priorities.

6. Determine the most appropriate means to achieve the objectives. Prepare your statements and proposals. Circulate your proposals among the administrators, faculty, and other concerned persons for study, amendments, feedback, and support.

7. Determine a format. Whenever possible, have alternate programs to achieve the objectives in case your original proposals meet with constraints.

8. Once a consensus has been obtained and cooperation assured, muster the available resources.

9. Define specific tasks for those who will implement the program and those who will be involved in the program.

10. Determine policies, conditions and personnel. Consider the constraints, the physical facilities needed, the necessary finance, and other support services.

11. Establish performance standards to be achieved by those who will be involved with the program.

12. Prepare instruments and schedules for evaluation.
13. Operate the program, maintain records regarding activities.

14. Support program efforts with policy, resources, and consultant help at all program levels.

15. Review the process from time to time, obtain feedback. If changes are needed, make the changes.

The intern feels that the internship experience has provided him with skills and has inspired his confidence to organize and conduct training programs for village extension workers and community health educators in rural areas where he serves. The intern feels that his participation in the training workshop "COPING WITH TEACHING" has been a very enriching experience and would recommend it to graduate students who intend to work in the field of instructional improvement and staff development.
Objective III. To Acquire an Understanding of the Procedures and Process for Organizing an On-Going Instructional Development Program.

To meet this objective the intern made a study of related literature (Bishop, 1976; College Entrance Examination Board, 1965), had several discussions with instructional developers, and studied the procedures that were followed by the Office of Instructional Development on the WMU campus to organize its instructional development program.

From the discussions the intern had with Dr. Poole and his staff, the intern learned that the following procedures were followed by them in organizing the instructional development programs at WMU.

At the very inception of the Office of Instructional Development in 1973, Dr. Howard Poole, the Head of the Office, conducted a study to identify some of the instructional needs of the WMU campus and the expectations the faculty and staff of WMU had for the newly created Office of Instructional Development. In this study Dr. Poole interviewed more than 200 faculty and staff to gather the required information. This initial exploratory survey and the analysis of the data obtained enabled Dr. Poole to initiate the process of instructional development.

Aware of the needs of the faculty and their expectations from his office, Dr. Poole launched the first component of the procedures he was to develop. The component was a communication program that included mailing of instructional development information to administrators and sending newsletters to all faculty members. The newsletters conveyed information on the programs and activities to be sponsored by the Office of Instructional Development.
Dr. Poole took time to meet personally many of the Department Heads and made more than thirty presentations at departmental and college staff meetings. The purpose of these meetings and presentations was to motivate the faculty and create a deep interest in instructional development. As a result of these interactions and feedback from the faculty and staff, different programs were initiated. The following are examples of some of the programs.

1. A Communication Program consisting of mailing of newsletters and instructional development information to faculty members at WMU.

2. A Faculty Enrichment Program that includes meetings and presentations to groups of faculty members on different topics.

3. A Grant Assistance Program for developing research proposals or prospectuses for faculty members to be submitted for funding.

4. Student Assistantship Program which provides financial assistance to students for developing audio-visual instructional materials under the direction of a faculty member.

5. Instructional Evaluation Program for helping individual faculty members evaluate their teaching ability, and to help departments improve their faculty evaluation systems.

Another of the activities by which the intern was able to achieve the above mentioned objective was his participation at the meetings of the Mid-Michigan Society for Instructional Technology (MMSIT). The participation and discussions during the business meetings of the MMSIT provided the intern with opportunity to gather information and to gain insights into the different aspects of administration, planning, and program development.
From the readings, discussions, and observations the intern reached the following conclusions regarding the planning and organization of instructional development programs. The first and the most critical is the identification of needs and determination of objectives. Assessment of needs can be best achieved through a comprehensive and systematic collection of relevant data. The needs should be real and based on the requirements of the learner and not on the needs, wants, or desires of the instructional developer. Once the needs are assessed and analyzed, the priorities must be established. The next step is to convert the prioritized needs and goals into achievable objectives. Once the objectives are set, the developer must select the means most appropriate to achieve the objectives. Objectives and means are closely related and are the determining factors in any plan of action or procedure. The guiding principle in the selection of the means should be their potential efficiency to achieve the objectives. The available options must be considered and weighed before making final decisions. Plan the appropriate activities that meet the established goals and objectives, establish performance standards to be achieved, complete activities as planned, and operate the program. Keep records regarding activities, obtain valuable feedback, and evaluate the program. Much of the success depends on the quality of planning and preparation that have preceded the actual operation of the program. Continuous evaluation and improvement of the program are essential for successful operation of the program.

The intern feels that from the experiences he had at the Office of Instructional Development, his interactions with several
instructional developers, participation at the MMSIT meetings, and especially from readings of related literature (Bishop, 1976), he has acquired a better understanding of the process and procedures in organizing an on-going instructional development program. He trusts that this understanding and perceptions will help him to organize instructional development programs for the benefit of the rural poor in his country.
Objective I. To Gain an Understanding of the Role of an Instructional Developer in an Educational System.

There were ample opportunities for the intern to familiarize himself with the role of the instructional developer in this educational system. Except for the hours of internship that were spent in processing the data and writing the survey report, the major portion of the 240 hours was spent meeting and working with instructional developers. In addition, the intern completed a related literature review of the articles, "The Instructional Developer" (Hoban, 1974) and "Varieties of an Analysis in Instructional Development" (Stowe and Schwen, 1973).

From these experiences it is apparent that the instructional developer's role involves consultation with faculty, or independent work, to devise and manage a variety of experiences for a specific learner population with the intent of facilitating attainment of a specified set of learning outcomes. To assure optimum learning opportunities an instructional developer also has a proactive leadership role to perform in the process. The notion of this proactive role was apparent in discussions with Dr. Poole and observations of the functions carried out by the Office of Instructional Development. The role of the instructional developer in assisting faculty and staff to improve the quality of educational programs must include the promotion
of instructional innovations. To carry out the tasks mentioned, the instructional developer must be skilled as a:

- researcher,
- teacher,
- team-mate,
- motivator, and
- evaluator.

Of the five attributes mentioned above, the dual role of the instructional developer as a teacher and researcher was emphasized frequently in the experiences in which this intern participated.

The work of Thornton, Bergstrom, and Carpenter, University of Nebraska, in conducting the workshop on Piaget's Theory of Learning demonstrated the successful integration of research and teaching. Dr. Poole's role in promoting this workshop and those pertaining to "COPING WITH TEACHING" are examples of the proactive leadership role of the instructional developer.

The importance of the dual role of research and teaching was also very much in evidence in the MMSIT meetings held at Michigan State University. The creative video-tape production, "Learning and Liking It", produced by Dr. Steven Yelon and Dr. William Anderson, demonstrated the background research and knowledge needed to produce and present this content.

The relationship between research and teaching became apparent as a constraint in the Student Mini-Grant Program at Western. In WMU's Student Mini-Grant Program, most of the faculty members who had elected student assistantships also considered the dual functions
of teaching and research as complimentary activities. They were of the opinion that teachers failed to be innovative and failed to contribute to instructional development when they failed to take time for research. Some of the faculty members interviewed said they would not accept additional student assistantships for instructional development until they felt they had more time to do the needed research.

Team spirit is another of the characteristics demanded of an instructional developer. Instructional development is not just an isolated activity or procedure. Rather, it is a continuing process consisting of several activities and procedures involving the efforts of many individuals working in concert. Instructional development is a cooperative venture involving team efforts. The success of instructional development efforts appear to be dependent upon team efforts. (Diamond et al., 1973)

Returning to the list of five attributes cited earlier for an instructional developer, he must also play the role of motivator. He must sensitize administration and faculty members in every discipline to the necessity and vast potentials of instructional development. The Office of Instructional Development at WMU has taken care of this by providing student assistantship awards and by encouraging faculty membership in the Mid-Michigan Society for Instructional Technology. Both programs encourage cooperative ventures in instructional development and motivate others to promote instructional development. Another important role of the instructional developer is evaluation. Evaluation is an important part of the success of any enterprise, program,
or process. Evaluation and evaluative measures are integral to the educative process and the related management of that process. Evaluation is essential in order to determine the learner gain, efficiency, and effectiveness of the instructional development program in operation. The Office of Instructional Development regularly evaluates the programs and products that were originated or were supported by the office. Two examples of this were the review activity held at the end of the workshop on Piaget's Theory of Learning and the in-service training session held on October 25, 1978, where techniques of developing an evaluation of teaching were discussed.

From the readings, discussions, and workshops the intern has become aware of the many attributes - researcher, teacher, team-mate, motivator, evaluator - and the interrelationships that constitute the role of an instructional developer. This experience will help the intern as he fulfills the role of an instructional developer for non-formal education of the rural poor.
Objective II. To Gain an Understanding of Various Approaches for Involving Teachers, Students, Commercial Firms and Funding Agencies in Instructional Development Programs.

From discussions with Dr. Howard Poole, knowledge of the techniques used for involving teachers, students, commercial firms and funding agencies in the instructional development process was gained. These techniques include the following.

1. The use of publications to faculty and staff to provide direct publicity about the variety of programs offered by Western's Office of Instructional Development.

2. The use of promotional literature to publicize specific programs of instructional development. For example, a folder describing the Mini-Grant Student Assistantship Program (Appendix C) was circulated to all the departments on campus. This folder helped the faculty to become more aware of the program and demonstrated to the faculty how they could utilize the program to benefit themselves, to help students, and to improve the educational program on campus.

3. Direct contact of the program director with the University community was also conducted. Dr. Howard Poole personally met with administrators from the various colleges and departments on campus to generate interest in the program. As a result of these visits and the Mini-Grant Programs, Dr. Poole and his office have established very good rapport with the faculty members and the students who have participated in the program. This was evidenced in a survey which showed that 100% of the faculty members who were involved in the program were highly or very highly satisfied with the relationship.
and cooperation they have experienced with the Office of Instructional Development.

4. The Office of Instructional Development also provided regular in-service training courses with the assistance of experts from both on and off campus. The workshops were designed to encourage more faculty interest and involvement in instructional development.

5. Through presentations, general correspondence, and annual reports, the effects of the instructional development program on campus were made known to administrators, faculty, and funding agencies. These efforts were designed to sensitize the above mentioned groups and encourage them to become more involved and committed partners in the programs of instructional development.

6. Students on the campus were motivated to become valuable partners in the process of instructional development by providing them with learning experience, financial benefit, and Student Mini-Grant Program. The opportunity for students to cultivate a closer student-faculty relationship was also an incentive for student involvement.

The intern feels that the above mentioned techniques used on Western's campus for motivating the University community in instructional development programs could be utilized by instructional developers, mutatis mutandis.

The meetings of the Mid-Michigan Society for Instructional Technology provided the intern with insights as to how commercial firms are involved in instructional development programs with the education community and with citizens in general. Instructional
developers at Amway Corporation conduct two-week summer programs for teachers to prepare them to incorporate economics in the classroom. These workshops show teachers how to integrate economic concepts into the curriculum. Amway also conducts student-teacher conferences. This program has a two-fold purpose according to Amway Corporation. The first purpose is to help the teachers make the transition from student to professional teacher. The second reason is to enlighten the student-teacher as to the importance of economics and how it can be incorporated into various curricula. It is reported that 16 colleges and universities with over 800 students were participating in this program. Amway's Free Enterprise Institute's Course Development for Economic Education Workshops was another example of involvement of commercial firms in instructional development activities related to education. Amway also has designed programs for the teaching of economics to potential consumers from kindergarten to college level.

Some commercial firms like Amway have been motivated by instructional developers to provide experiences to students to supplement their academic theoretical studies by practical training. An example of this is the type of internship experiences engaged in by this intern and fellow graduate students.

Most commercial firms have been motivated to get involved in instructional development programs for furthering the career development of their employees. They want to insure that well-trained and qualified potential employees for their industries are available in the job market. These commercial firms also share their expertise with educational institutions through workshops and by
sending visiting lecturers to institutions of higher learning.

Another reason for commercial firms to be involved in instructional development is their philosophy and commitment to help the community. Many firms feel that they should be part of the community efforts to cater to the need for educational programming. For instance, in the area of career education the Amway Corporation has stated that statistical evidence about disoriented students demonstrated a need for educational programming and that Amway was anxious to make its contribution to solve this problem. With this intention the Amway staff want to share their expertise with students and educators and to create learning experiences necessary for the youth to make intelligent career decisions. It is for this reason Amway has established the Amway Free Enterprise Institute Programs, the Summer Workshops in Economic Education, and the Student-Teacher Conferences mentioned earlier. Funding agencies like Lilly Foundation, Sloan Foundation, and many others are also committed to instructional development because of their philosophy and commitment to educational improvement in the community. They provide funds for educational research and educational activities.

Discussions, observations, and participation at workshops enabled the intern to become aware of the ways in which teachers, students, commercial firms, and funding agencies become involved in instructional development programs. The intern feels that these perceptions will be beneficial to him in involving village extension workers, voluntary organizations, and funding agencies in the instructional development activities he plans to organize for non-formal education of the rural poor.
Objective III. Practice Interpersonal Skills in Relating to Others.

The internship has provided the intern with opportunities to practice interpersonal skills in building human relationships. The intern was brought into contact with people of many different ranks, backgrounds, interests, and character.

Of the professors interviewed for the survey study of the Student Assistantship Program, some were cold and businesslike while others were open, warm, and friendly. Several were desirous to know more about the intern, his country, and culture. One chased the intern along the corridor to give him a useful hard cover book while another invited the intern to share a meal with his family. Besides collecting the data, the intern was able to observe and learn many things about human relations during the interviews.

The friendly small groups that are part of the in-service training courses provided an enriching atmosphere in which the intern could meet WMU faculty members in a relationship as co-learners and not as student with professors. The Piagetian orientation workshop also provided this intern with small group activities for problem solving and luncheon meetings that were helpful in building interpersonal skills. The long drives with faculty members to the Mid-Michigan Society for Instructional Technology workshops, the workshops themselves, and the dinner meetings that followed brought the intern in contact with many individuals who were deeply committed to developing instructional media. The many hours the intern spent in the crammed, small office of Instructional Development, close to large hearted people, was in itself a worthwhile experience in gaining
interpersonal skills. These experiences reinforced the intern's long time convictions that people should find time for people. The success and efficiency of an office is maintained not by bureaucratic discipline but by empathy, understanding, and effective communications.

The internship benefited the intern in many ways, but perhaps the greatest gain was in the area of human skills. The intern has acquired a better understanding of the need for interpersonal skills by an instructional developer and necessity of the instructional developer to relate to others as an effective, committed person. The intern hopes to be able to grow more and more in this aspect and fulfill this role in the situation of an instructional developer for non-formal education of the rural poor of his area.
ACHIEVEMENT OF CONCEPTUAL OBJECTIVES

Objective I. To Gain an Understanding of a Developmental Process for Developing Instructional Materials to Meet Specific Needs.

In order to achieve the above mentioned objective, the intern was involved with related readings (Kemp, 1975; Baker and Schutz, 1971), interviewed instructional developers on WMU campus, had discussions with producers of instructional audio-visual materials, and observed the development procedures followed by instructional developers. The intern interviewed faculty members who had directed and helped student assistants to design and develop instructional materials. During these interviews the intern had the opportunity to examine some of the products developed under the Student Assistantship Program and discussed with the faculty members the developmental process that led to the design of the products. The intern talked with the faculty members about the problems or difficulties they and their student assistants encountered in the production of the materials.

The intern also had the chance to work with the instructional media production facilities at WMU and to observe the process involved in the production of charts, transparencies, slides, audio-tapes, sound films, and video-tapes.

The tour of Omnicom Production Studios and the explanations and demonstrations by the Omnicom production staff of the materials produced by them provided the intern with additional information on developing instructional materials. The intern benefited from the
presentations during the workshop and from the informal discussions with other instructional developers. The talks and the handouts distributed at the workshop at Amway Corporation provided the intern with additional insights into the different aspects of instructional development.

Participation by the intern in the MMSIT workshop, conducted at Michigan State University's Health Education Simulation Center, provided a very valuable contribution to increase the intern's knowledge regarding the development of instructional materials. Specifically the preview of the credit course on video-tape, "Learning and Liking It", and the discussions by Dr. Steve Yelon and Dr. William Anderson on "Instructional Product Development and Production at MSU - a Case Study" contributed significantly to the intern's knowledge about the process of developing instructional materials. Also the illustrated presentation by Dr. Donald Wilkening, "Instructional Media Production Laboratory", added to the intern's perceptions of instructional development.

The internship also provided an opportunity for involvement in the planning of a video-tape production, "Student Perceptions of Faculty". The review of literature conducted by the intern and the intern's participation in the planning meetings and development of the story board provided a practical experience in the implementation of development process.

From the interaction with the faculty members, instructional developers, visits to media production centers, and participation in instructional media production activities, the intern gained a
better understanding of the procedures for developing instructional materials. Three elements - namely objectives, teaching-learning strategies, and evaluation - are the basic framework of general instructional development process. However, there are other factors that support or relate to these three elements. From the experiences described and the readings indicated, the intern gained insights regarding the process of instructional development. The following represent the intern's understanding of the essentials to the instructional development process.

1. The first step in the process of instructional development is to identify the needs and state the problem very concisely.

2. The next step is to specify what must be learned and formulate a clear statement of the objectives.

3. The characteristics of the target population, its educational level, knowledge of subject, and attitude must receive consideration.

4. In planning and preparing instructional materials it is helpful to examine already existing materials relating to the topic and to the target population. Consult experts and professionals in the same field.

5. Determine the available resources in personnel and materials.

6. Prepare a content outline for your audio-visual materials. Select and organize the information to suit the audience and state your objectives in terms of the learner's post instructional behaviour.

7. After determining what you want to communicate to the target population, select the most appropriate (in the given situation) medium or media to communicate your message effectively.
8. Write the treatment of the topic.

9. Once you have satisfactorily organized the treatment of the topic, make a story board script, giving the verbal description of the scene, a visual sketch of the scene, and the narration to accompany the visuals.

10. Prepare the specifications, listing meticulously all the materials you need and all the procedures that should be followed.

11. Complete preparation activities, prepare a production schedule, and go into production of the materials for the purpose of pre-test only.

12. Conduct several pre-tests of the materials and carefully evaluate their effectiveness. Test the materials on a sample of the target population for which the materials are intended. Be very objective in your evaluation. In the light of the pre-test information, make changes if necessary.

13. If through evaluation it is established that the materials help to achieve the objectives for which they were intended, go into final production.

14. From time to time evaluate the materials and up-date whenever necessary.

Careful, painstaking research, systematic planning procedures, creativity, commitment to instructional development, and evaluation are necessary ingredients for a successful instructional materials development program.
Objective II. To Gain an Understanding of the Evaluation Process for Evaluating On-Going Instructional Development Programs.

With the intent of gaining a better understanding of the evaluation process for evaluating instructional development programs, the intern did some related readings. (Bishop, 1976) The intern also completed a comprehensive evaluation of the Student Assistantship Program sponsored by the Office of Instructional Development.

With the assistance of the Head of the Office of Instructional Development, the intern organized a systematic survey of all student assistantships supported from the winter of 1974 to the summer of 1978. The main objectives of the study were to assess the impact of the Student Assistantship Program on the instructional programs of the University and to assess the strengths and weaknesses of the program with a view to improving the program. A list of twelve specific questions covering the different aspects and objectives of the Student Assistantship Program were submitted to the sponsoring professors for response. (Appendix B) The questions explored the following areas:

1. Were all of the resources and services needed to complete the projects available to the faculty and students?

2. What resources and services were wanting?

3. Was the student-faculty relationship in this instructional development partnership satisfactory?

4. Were the faculty members satisfied with the cooperation and assistance rendered by the Office of Instructional Development?

5. Did the student assistantship provide the student with the intended learning experience?
6. In the opinion of the faculty which of the following were found valuable to the student - the academic credit they earned, financial aid they received, the work experience they had, or research experience?

7. Was the impact of the project limited to the confines of a unit of instruction, an academic course, group of related courses, or did it have a wider effect?

8. Was the project something original or modified?

9. What did the project accomplish - did it introduce new concepts or increase rate of student learning?

10. How many students have benefited from the different projects?

11. Was the faculty member satisfied with the program?

There were 52 departments in 8 colleges involved in the study. The intern classified all of the completed assistantships according to the departments and colleges. In order to have a sample population representative of all the participating departments, a stratified random sampling was done. The number of programs selected for evaluation was determined by the number of assistantships received by the departments as outlined in the table below.

<table>
<thead>
<tr>
<th>Number of Assistantships Received by the Department</th>
<th>Number of Programs Selected for Evaluation</th>
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<tbody>
<tr>
<td>1 - 3</td>
<td>1</td>
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<td>4 - 6</td>
<td>2</td>
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<td>7 - 12</td>
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<td>13 - 15</td>
<td>4</td>
</tr>
<tr>
<td>16 - 18</td>
<td>5</td>
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</table>
Of the 267 projects completed 50 were randomly selected for this study. Data were collected by means of a questionnaire and personal interview. A questionnaire consisting of twelve specific questions was developed from a review of related literature and previously used questionnaires. (Appendix B) Of the 50 faculty members selected for study, 40 (80%) were available for interview. The completed report was submitted to the Director, Office of Instructional Development. (Appendix A)

The following is a summary of the major findings of the study.

1. The survey indicates that among the faculty members who have utilized the program, there is a substantial and widespread support of the concept of instructional development through the Mini-Grant Student Assistantship Program.

2. There is an increasing demand for more Mini-Grant projects. The Office of Instructional Development cannot meet the demands for lack of funds.

3. The program is widely utilized on campus - 52 departments and 8 colleges participate in the program.

4. A cross section of the University teaching staff - 13 Professors, 11 Associate Professors, 7 Assistant Professors, 2 Instructors, and 7 Administrators - utilized the Mini-Grant Program.

5. Of the faculty 75% said that all and 20% said that most of the resources and services needed for their projects were available at Western, 2.5% said they lacked resources, and 2.5% did not respond.

6. Of the respondents 70% said that their relationship with the student assistants was highly satisfactory, 22.5% was satisfied,
2.5% said that it was unsatisfactory, and 5% felt that it was highly unsatisfactory.

7. The ease of communication and the assistance received from the Office of Instructional Development was highly satisfactory to 100% of the faculty.

8. Of the faculty 47.5% said that the project provided very valuable learning experience to the students, 32.5% said the learning experience was valuable, 5% did not find it valuable, 2.5% said it had no value, and 12.5% did not respond.

9. Of the respondents 72.5% said that a better incentive should be provided to the student by way of increased financial aid.

10. Of the faculty members 57.5% claimed that their projects improved a unit of instruction within a course, 50% said the project was aimed at improving an academic course, and 27.5% aimed at a group of related courses. Only 2% said that their project was aimed at a curriculum, and 6% said that their project was aimed at several related curriculums. A very large percentage of the materials developed was utilized by and remained with the faculty member who directed the production.

The above findings seem to be in agreement with the findings of a study done by Diamond and others who state that "while many faculty members do innovate within the confines of their classroom, and while many campuses give extensive support to these activities, this type of effort rarely extends beyond a single class or beyond the tenure of a particular teacher in a specific course." (Diamond et al., 1973, p. 2)
11. According to the faculty members, the 40 student assistantship projects studied have benefited approximately 7,000 students with improved instructions. The cost per student for improving instruction was approximately seventy cents.

12. Of the respondents 67.5% said that their projects improved the educational program of the University, 22.5% said that the projects offered potential for improving the educational program on campus, and 2.5% felt that the projects did not improve the educational program.

13. Of the faculty 75% said they were highly satisfied with the program, 20% expressed satisfaction, and 5% did not respond to the question.

14. Many members of the faculty interviewed perceive the Student Assistantship Program to be deserving of high priority in the process of instructional development and to merit extension and greater investment of men and money.

From the readings, discussions, and the activities in which the intern engaged, the intern understands evaluation to be a process designed to assess the efficiency and effectiveness of a product or program. Evaluation assists planners and policy makers in decision making and is an important element for making informed decisions. For the evaluation to be meaningful, valid and reliable measures must be utilized. A well-designed and conducted evaluation lends credibility to the product or program. Evaluation is an essential component in the process of instructional development and in the development of instructional materials.
Objective III. To Identify and Contrast Instructional Development Activities and Media Development Activities within the Services of an Instructional Development Program.

From the readings and discussions into which the intern entered, the intern feels that instructional development is sometimes confused with instructional media development activities. In literature reviewed there appeared to be little uniformity in the definitions of instructional development or how instructional development fits into the existing structure of higher education. Stowe and Schwen defined instructional development as "the design, validation, installation, operation, and evaluation of instructional products or systems". (Stowe and Schwen, 1973, p. 5) Briggs looked at instructional development as a three stage process of "course design, development, and evaluation". (Briggs, 1970, p. 1) Hoban described instructional development as "an analytic procedure for devising and managing a set of experiences for a finite, describable student population with the intent of facilitating attainment of a specified set of learning outcomes". (Hoban, 1974, p. 454) The intern's own definition of instructional development includes, as an additional attribute, the notion that instructional development is a long-term process of instructional improvement.

Instructional development then is a continuing process consisting of several procedures aimed at improving methods of teaching and learning. Media development is one of the procedures in the long-term process of instructional development. Media development is a part of a whole process of instructional development. Instructional development is concerned with research in theories of human learning.
and instruction in relation to the total process of learning. Media
development is primarily concerned with the production and providing
of software and hardware for instructional purposes. Instructional
development and instructional media development though different in
cellcept are interrelated and interdependent.
Objective IV. To Become Familiar with the Procedures in the Planning, Organizing, and Production of a Video-Tape for Instructional Purposes.

The intern partially met the intent of this objective through active involvement in planning the production of the video-tape, "Student Perceptions of Faculty". The content of the video-tape was to be based on research completed at Western Michigan University and at other institutions of higher education. A computer search and a manual search of literature on student perceptions of faculty was undertaken by the intern. Very few relevant articles were found. However, a study comparing Western Michigan University students' perceptions of faculty to those of Kalamazoo College students (Hickerson, 1970) and the research article, "The Superior College Teacher from the Student's View" (Feldman, 1976) provided valuable information for planning the video-tape. The articles mentioned above indicate that interest and clarity in teaching were the two characteristics that have consistently received the highest ratings from the students. Though less consistent, knowledge of subject matter was ranked next to interest and clarity. Preparation for class and teaching is ranked fourth, and organization came fifth. As a result of these findings, the intern developed a proposal describing a video-tape to be designed around the students' perception of faculty as described by the variables mentioned above.

The intern met with Dr. Poole and Mr. Michael Betz, T.V. Director, Western Michigan University, on numerous occasions to discuss, plan, and organize the format and the visual presentation of the video-tape. Among the factors considered were the talents to be utilized,
the scenarios, sequences, finance, use of experts, voice, locations, permissions to be obtained, and visual and auditory scripting. The production is scheduled for the summer of 1979.

The activities listed, especially the interactions the intern had with the Head of the Office of Instructional Development and the T.V. Director, provided the intern with firsthand experience and knowledge in planning and organizing the production of a video-tape for instructional purposes. Although the outcome of this experience will result in a video-tape, the experiences of the planning activities engaged in can be generalized to the production of instructional materials involving other media forms.

As a result of the planning experiences, the intern has identified the need to learn skills in script writing and handling of T.V. cameras. Activities to meet these needs are now being planned.
CONCLUSIONS

For years, internship experience has been considered one of the most important, if not essential, components of training programs. Several advocates of internship training programs from various fields of education, psychology, and sociology are in agreement that the best way to learn to do research is by doing it. The value of internship experience has support from empirical studies. Research by Sibley, 1963; Buswell, 1966; and Sieber, 1966, suggest that providing internship or apprenticeship is an important part and is the single most valuable component of a research training program.

At the conclusion of this major internship with the Office of Instructional Development, the intern is convinced of the validity of these findings. The internship activities supplemented the intern's formal academic program and provided him with skills and experience in the role of an instructional developer. This experience provided the intern with opportunities to gather facts, study plans, and receive insights as to how the instructional development system works. This internship was open and flexible enough to accommodate various learning experiences. The intern owes much to Dr. Howard Poole, the Supervisor of the internship, for the enriching experience the intern received.

The survey study of the Mini-Grant Student Assistantship Program was focused on data collection and analysis with a view to assess the strength and weaknesses of the program and to make recommendations. The completion of this survey study has been of benefit to the Office
of Instructional Development and to the intern. For the intern the
greatest personal gain was realized in the area of human relation­
ship. The internship provided opportunities to improve interper­
sonal sensitivity. From a cognitive view, the opportunities to work
with an instructional developer and meet several other instructional
developers helped the intern become more knowledgeable regarding the
theory and practice of instructional development. In addition, par­
ticipation in several workshops and training programs enabled the
intern to learn goal setting techniques, planning procedures, and
conflict management. Involvement with the video program, "Student
Perceptions of Faculty", helped the intern to acquire skills in plan­
ing procedures for the production of programs for instructional
purposes.

The intern feels that all these learning experiences have pro­
vided him with the basic tools needed to be an instructional developer.
The intern is confident that with continued studies, commitment, hard
work, and encouragement, he will be able to play a part in the pro­
cess of instructional development for non-formal education of the
rural poor in his country.
LOG OF ACTIVITIES AND EXPERIENCES

Wednesday, September 13:

I had a warm reception from Dr. Howard Poole, Head of the Office of Instructional Development and was introduced to the Office Staff. We discussed the internship program going through the Internship Prospectus and considering the different options that were available at the Office of Instructional Development during the time period in question. A plan of action was mapped out that contained the following four elements:

1. A survey to evaluate the Student Assistantship Program conducted by the Office of Instructional Development.

2. Attendance at five meetings of "COPING WITH TEACHING", an in-service course to assist Western Michigan University faculty and graduate students.

3. Participation in an in-service course that applied Piaget's Theory of Learning to college level instruction.

4. The plan and design of a video tape on "STUDENT PERCEPTIONS OF FACULTY".

A tentative work schedule for the internship was also drawn up at the first meeting.

Tuesday, September 19:

I was provided access to the files containing the applications, letters of correspondence, and other items of reference concerning all
of the previously awarded Student Assistantship Awards of the Office of Instructional Development. The files contained 279 requests made for Assistantships and identified the various faculty members, departments, and colleges that had sent in the requests.

**Wednesday, September 20:**

The Student Assistantship applications were analyzed according to the year and semester the Assistantships were granted to find out whether the requests for Student Assistantships had increased or decreased from the inception of the program in 1974 to the summer of 1978. A table giving the number of Assistantships granted every year and semester was prepared. A list of faculty members receiving Assistantships was also typed.

**Thursday, September 21:**

With the aid of the tables prepared on Wednesday, a stratified random sampling of the population (recipients of Mini-Grant Student Assistantship) was prepared, and a sample of faculty to be surveyed was selected. Arrangements were made with the secretary of the Office of Instructional Development to call the faculty members who had been selected to arrange a date, time, and place for an interview.

**Friday, September 22:**

I participated in the in-service course, "College Teaching and the Development of Reasoning", an orientation workshop to apply Piaget's Theory of Learning to college level instruction. The
in-service course had several modules of instruction designed to introduce to the participants Piaget's ideas and their usefulness for developing reasoning abilities and understanding by college students. The two main ideas covered by the workshop were the stages of development and self-regulation from Piaget's Theory of Learning. The orientation workshop was conducted by Dr. Melvin C. Thornton, Dr. Robert Bergstrom and Dr. Elizabeth T. Carpenter of the University of Nebraska, Lincoln.

**Saturday, September 23:**

On the second day of the orientation workshop on Piaget's Theory of Learning, the participants completed five additional modules. Some of the modules were completed individually while others were interactive and required group involvement. There were also demonstrations, displays, and the distribution of useful literature to each of the eighteen participants. The participants were also asked to complete two Application Projects before the end of the semester.

**Wednesday, September 27:**

I studied a questionnaire that had been previously designed and administered by the Office of Instructional Development to evaluate the Student Assistantship Program. The questionnaire was filled out by the student assistant before receiving the final grant of money. The questionnaire format and several of the questions were discussed with Dr. Howard Poole. It was decided a new questionnaire needed to be developed and the necessary changes were begun.
Wednesday, September 27:

In the afternoon I took part in an in-service course for WMU faculty organized by the Office of Instructional Development entitled "COPING WITH TEACHING". The speaker was Dr. Marsha Mascolini from the Department of Business Education and Administration Services. She outlined the difficulties faced by the faculty in her department caused by the poor writing skills of their students.

In the second part of the meeting Dr. Howard Poole gave a presentation on "Organizing Your Course". He presented some models on course organization. Handouts were distributed, and participants were requested to prepare a course organizational chart for one of their courses. The organization charts would be reviewed at the next meeting of the class.

Monday, October 2:

I proof read and corrected the survey questionnaire before sending it for printing. I also checked with the faculty members who were to be interviewed about the suitability of time and place of the interview. Arrangements were also made with the audio visual center to obtain a cassette tape recorder for recording the interview. Final arrangements for the interviews were made for those interviews to be completed on Wednesday.

Wednesday, October 4:

According to a pre-arranged schedule, I interviewed the following professors in their various departments. The faculty members responded
to the structured questionnaire by writing the answers in the spaces provided for them. Their answers to unstructured interview questions were recorded on audio tape. Every one of the faculty members interviewed provided full cooperation.

<table>
<thead>
<tr>
<th>Professor Interviewed</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Avron Byle</td>
<td>Industrial Education</td>
</tr>
<tr>
<td>2. Dr. C. Herseberth</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>3. Dr. Charles E. Yunghans</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>4. Dr. Isabelle Smith</td>
<td>Home Economics</td>
</tr>
<tr>
<td>5. Dr. Arthur Hoadley</td>
<td>Transportation Technology</td>
</tr>
<tr>
<td>6. Dr. William McCabe</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>7. Dr. Richard Schubert</td>
<td>Mechanical Engineering</td>
</tr>
</tbody>
</table>

**Thursday, October 5:**

I attended the meeting of the Mid-Michigan Society for Instructional Technology held at Omnicom Productions, Pennsylvania Avenue, Lansing. The meeting began with a conducted tour of Omnicom's Audio-Visual Production facilities. Omnicom is a private business concern which designs and produces media programs for training of employees in business and for conducting business seminars. Mr. Paul Matchet, President of Omnicom, shared his success story and demonstrated a slide tape program he had developed around the READ, LISTEN, THINK instructional format. A trainee is first asked to read from a training manual, then listen to a tape, and lastly to respond to questions based on the reading and listening. A video tape training program
prepared for Ford Motor Company by Omnicom Productions was screened by Mr. Brad Cummings.

Another film produced by Omnicom Productions for Tupperware, dubbed in Japanese, was also exhibited. The Tupperware film illustrated the technique of dubbing a film into different languages. Discussion centered on the problems experienced in dubbing a different language on a film.

Wednesday, October 11:

This was the second day of the interviews. Each interview lasted about thirty minutes and provided a very enriching experience. Six professors were interviewed.

<table>
<thead>
<tr>
<th>Professor Interviewed</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>1. Dr. Peter Northouse</td>
<td>Communications, Arts and Sciences</td>
</tr>
<tr>
<td>2. Dr. Marguerite Bachtold</td>
<td>School of Librarianship</td>
</tr>
<tr>
<td>3. Dr. George F. Osman</td>
<td>Modern and Classical Languages</td>
</tr>
<tr>
<td>4. Dr. John Flynn</td>
<td>Social Work</td>
</tr>
<tr>
<td>5. Dr. Andrew Nahm</td>
<td>History</td>
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<tr>
<td>6. Dr. Helenan Lewis</td>
<td>Political Science</td>
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</tbody>
</table>

In the afternoon I attended "COPING WITH TEACHING", the second meeting of the in-service course. Dr. Poole spoke on "Review of Course Organization". He commented on the assignments given the previous week. Some of the assignments were discussed, and Dr. Poole provided useful feedback on some of the assignments. There was an exchange of ideas among the participants.
Mr. Larry Berman from the WMU Testing Services spoke about the various facilities provided by the campus Testing Services for the benefit of the faculty members. He invited the faculty to participate in their program.

Wednesday, October 18:

Today I interviewed eight professors. Though previous appointments had been made weeks ahead and the professors had been reminded on the telephone the previous day, it was difficult to contact some professors. A second or third visit had to be made in some instances.

<table>
<thead>
<tr>
<th>Professor Interviewed</th>
<th>Department</th>
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<tbody>
<tr>
<td>1. Dr. Jack R. Meagher</td>
<td>Computer Center</td>
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<td>2. Dr. Henry A. Raup</td>
<td>Geography</td>
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<tr>
<td>3. Dr. K. K. Rao</td>
<td>Physics</td>
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<tr>
<td>4. Dr. Dean W. Cooke</td>
<td>Chemistry</td>
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<tr>
<td>5. Dr. Anthony A. Gioia</td>
<td>Mathematics</td>
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<tr>
<td>6. Dr. Joseph G. Engemann</td>
<td>Biology</td>
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<tr>
<td>7. Dr. John E. Herman</td>
<td>Mathematics</td>
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<tr>
<td>8. Dr. Bradley Huitema</td>
<td>Psychology</td>
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</table>

Wednesday, October 25:

This was the last day on the schedule for interviewing professors. Some very useful insights about the Student Assistantship Program were gained from the open-ended, personal discussions with the faculty about the program and the possibilities for expansion of the program.
In the afternoon I participated for a third time in the "COPING WITH TEACHING" in-service course. Dr. Poole spoke on "Developing an Evaluation of Teaching". A package of selected reading materials and evaluation forms were distributed. Useful discussions followed.

Thursday, October 26 and Friday, October 27:

I studied all the survey questionnaires that had been returned and tabulated the responses to the 12 questions to find out how the faculty members had responded to each of the questions and to find out the frequency distribution of the various responses.

Wednesday, November 1:

Dr. Poole instructed me on coding the responses and explained to me the coding he had already planned. He introduced me to the use of the computer for data analysis and demonstrated some steps in computer operation.

Thursday, November 2:

I started working on the computer, typing in the data. I ran into difficulties. I did not know how to proceed or how to get off the
computer. In the absence of Dr. Poole, there was no one in the office who could give a helping hand. I called the computer center but had a problem in explaining myself. The consultant at the other end was not aware of Dr. Poole's computer program. It was a wasted day.

Wednesday, November 8:

I was back again on the computer, feeding it with the responses from the questionnaire. I must admit it was a slow process. There were times when the computer adamantly refused to cooperate, and I felt helpless.

Thursday, November 9:

Some questionnaires were sent by mail to professors working on East Campus, and responses were received by mail late. These questionnaires were coded and the data were made ready for computer processing.

Friday, November 10:

In order to compare the responses of the faculty with the responses of the student assistants, I analyzed responses from twenty student evaluation questionnaires. Some of the questions were very similar to the questions answered by the faculty.

Wednesday, November 15:

I attended the in-service course, "COPING WITH TEACHING", conducted by the Office of Instructional Development.
Ms. Mary Frances Fenton from the Educational Resources Center, WMU, spoke on "Use of Audio-Visual Resources". A number of questions and clarifications were asked by the group from Ms. Mary Frances Fenton.

Thursday, November 16:

I attended the Mid-Michigan Society for Instructional Technology program held at Amway Corporation, Ada, Michigan. Mr. Connie Kucinsky gave a short history of the humble beginnings of the Amway Corporation and described its growth and present stature. We toured the Amway facilities, the highlight of which was a giant colour printing machine section. The Audio-Visual Department of Amway Corporation, which was for many members the center of attraction, unfortunately was not accessible owing to the absence of its Director. Some literature on "Audio Promotion and Guidelines for Preparing Materials" was distributed. This dealt with preparation of materials to promote and teach sales techniques.

Mr. Ron Lindbloom delivered a talk on "Amway Distribution and Motivation System". It was a system of exploiting man's innate desire for reward and recognition. The importance of continued motivation was brought out very emphatically.

There was another talk by Mr. Peter Meyers, Education Co-ordinator of the Free Enterprise Institute, on "Course Development for the Economic Education Workshops". The primary purpose of the Free Enterprise Institute is to train teachers to teach Economics from grade K through college.
"Training and Management Development at Amway" was another of the presentations. Mr. Ron Rivers, Manager of Training and Development, was the speaker. He discussed various programs for specific training needs and safety promotions.

Tuesday, November 21 and Wednesday, November 22:

I searched through the University Catalog to locate information on the rank of the faculty members who formed the sample of the survey. The college and department to which the faculty member belonged were identified.

I also went through the Student Assistantship application forms to find out the status of the student in the University and the number of years the student assistant had spent on campus.

Wednesday, November 29:

Tuesday, December 5:

Wednesday, December 6:

Wednesday, December 13:

The above four days were spent in the library searching for literature on "Student Perceptions of Faculty". This study was in preparation for the planning and organization of a video tape production on "Student Perceptions of Faculty". The contents of the video tape were to be based on research completed at Western Michigan University and at other institutions of higher education. Very few articles were found. However, a study comparing WMU student perception to Kalamazoo College students and a research article in the
Journal of Higher Education seem to be the most valuable for the preparation of the video tape.

Thursday, December 14:

I attended the Mid-Michigan Society for Instructional Technology (MMSIT) workshop at Michigan State University, Lansing. There was a conducted tour of the Medical Learning Center's Clinical Simulation Laboratory. Dr. Stephen Yelon and Dr. William Anderson gave a very illuminating talk on "Instructional Product Development" and "Production at Michigan State University, A Case Study". The group viewed a video taped credit course program titled "Learning and Liking It". There was also a demonstration lesson on "Motivation". A very helpful handout on the contents of the video tape on "Motivation" was available.

Ms. Betty Decker, the Marketing Manager from the Instructional Media Center, spoke on "Marketing of Educational Products". She explained the procedures followed for the selection and the marketing of programs produced in their center. Dr. Donald Wilkening, Director of Instructional Media Production Laboratory presented the premiere showing of a promotional audio-slide program developed by the Instructional Production Laboratory. Dr. Kent Gustafson also spoke on "Professional Programs in Instructional Development and Technology".

Wednesday, December 20:

I started writing the summary report on "The Student Assistantship Program". I worked on the introduction which presents an overview of the purpose of the Office of Instructional Development on
WMU's campus, the Student Assistantship Program and the objectives of the Student Assistantship Program. I also worked on creating Table I in the Report, "Summary of Student Assistantships Awarded from 1974 - 1978".

Thursday, December 21:

I continued working on the survey report. I prepared Table II - "Summary of Student Assistantships by College". I found that 41.58% of the projects were utilized by the College of Arts and Sciences, 17.56% by the College of Applied Sciences, and 11.11% by the College of General Studies. Nine colleges utilized the program. I also worked on Table III - "Breakdown of the Utilization of the Student Assistantship Program by the Various Departments on the Campus". The Department of Psychology completed 23 projects; Social Science, 20; Department of Mathematics, Occupational Therapy, and Electrical Engineering, 18 each; Department of Geography, 11; and the Department of Physics, 10. All of the other departments completed less than 10 projects.

Friday, December 22:

I worked on Table IV - "Summary of Projects and Sponsoring Professors". I found one professor had sponsored 16 projects, another had sponsored 15, and a third had completed 10 projects. Of those who had less than 10, one had 9 and another, 6; seven had 4 projects each; eleven had 3 each; forty had 2 each and seventy-one had 1 each. I prepared Table V - "Number and Percentage of Projects Selected for the Study". Forty-two and one-half per cent (42.5%) of the projects
selected for the study were from the College of Arts and Sciences. As shown earlier, the College of Arts and Sciences had sponsored 41.58% of the total Student Assistantship Programs. Twenty-two and one-half per cent (22.5%) of the projects selected were from the College of Applied Sciences, and the third highest was the College of Health and Human Services with 10%.

I also completed writing Recommendation I, stating that a study be made to find out why certain colleges, certain departments, and certain faculty members were more involved than the others in this Instructional Development program.

Wednesday, December 27:

Today I prepared Table VI - "Professional Rank, Number, and Percentage of Faculty Members Interviewed". Of the 40 faculty members, 32.5% were Professors, 27.5% were Associate Professors, 17.5% were Assistant Professors, 5% were Instructors, while 17.5% were Administrators. I also completed writing the section of the Report, "Collection of Data". Recommendations 2 through 5 were also completed today. The Recommendations are found in the Report included in this paper.

Thursday, December 28:

I worked on Table VII - "Number of Students benefiting from Assistantship Projects". Fifteen projects benefited 15 - 100 students, six projects benefited 101 - 200 students, five projects benefited 201 - 300 students, six projects benefited 301 - 600 students, and one project benefited 1,366 students. The forty Student Assistantship
projects studied have benefited approximately 7,000 students with improved instruction.

I also wrote Recommendations 6 and 7 and the Conclusion section of the Report.

**Friday, December 29:**

I spent the day going through the entire Report making the necessary editorial corrections wherever necessary. I got the Report ready for submitting to Dr. Poole.

**Wednesday, January 3:**

The completed Report was given to Dr. Howard Poole for necessary corrections, feedback, and suggestions for improvement. We discussed some sections of the Report.

**Friday, January 5 and Monday, January 8:**

I met with Dr. Poole to discuss the Report further. Dr. Poole suggested some format change in writing some of the Tables. He also suggested that the Recommendations be placed not at the end but be spread out in the different sections of the Report where the data relevant to the Recommendations were found. These suggestions of Dr. Poole were incorporated into the Report, and the final Report was made ready for typing.
Friday, January 12:

I worked on the available research literature on "Student Perceptions". I classified the findings and prepared a working list for discussions with Dr. Poole.

Wednesday, January 17:

I met with Dr. Poole and discussed the organizational plan for the production of the video tape on Student Perceptions of Faculty. Discussions centered around what were the most salient points that came out of the research. Was there agreement between the different researchers regarding the most salient points? What actions on the part of the faculty led the students to form their opinions about faculty members? Is there consistency in the opinions expressed? I returned to the literature to find answers to the above questions.

Friday, January 19:

I re-read the final typed copy of the summary report looking carefully for errors before the report was handed over for printing. It was decided to print 100 copies. Each Academic Administrator and Department Chairperson was to receive a copy.

Tuesday, January 23:

I met with Dr. Howard Poole and Mr. Michael Betz, T.V. Director at WMU, to discuss and plan the content and form of the proposed video tape on Student Perceptions of Faculty. Different opinions were expressed, and there was an exchange of ideas. We broke up with the
decision to give more consideration and meet again on Friday, the 26th. We narrowed the content of the tape to include only student perceptions of teaching and not out-of-class activities, personality, etc.

Friday, January 26:

As scheduled I met with Dr. Howard Poole and Mr. Michael Betz to continue our discussions of our previous meeting. The treatment of the subject and the visual presentation of the ideas were discussed, each one making a contribution. It was decided that (1) interest and clarity, (2) knowledge of subject, (3) preparation, and (4) organization would constitute the four main elements that would be portrayed on the tape.

Monday, February 5:

I met once again with Dr. Howard Poole and Mr. Michael Betz to discuss and plan the direction that the tape on Student Perceptions of Faculty should take. After some discussions, reconsiderations and evaluation of some of the decisions we had made earlier, we decided on the format the video tape should take. We also discussed and came to a consensus as to how the four main elements discussed the previous week should be translated into visuals. It was also agreed that the positive and negative aspects of those four characteristics should be brought out on the video tape.


**Tuesday, February 13:**

Dr. Howard Poole, Mr. Michael Betz and I met to create a story board for the video tape. The presentation of the theme was discussed, important scenes and sequences were proposed, discussed, and sketched to build the story board. We went through about ten sketches. The sketches related to the first part of the production, namely the enrollment day at Read Field House where the story begins. In selecting courses, some students are influenced by the perceptions they have of the faculty member assigned to a certain course. Students discuss and weigh the merits and demerits of faculty members before signing for a course slated under that faculty member.

**Monday, March 5:**

Once again Dr. Howard Poole, Mr. Michael Betz and I gathered together and continued to work on the story board. We were able to create another ten or more sketches. These sketches relate to the researcher's interview with some of the students. He also takes a peep into some classrooms to get a glimpse at faculty activities and student reactions in some classrooms.

**Tuesday, March 13:**

Dr. Howard Poole, Mr. Michael Betz and I met for the third time to work on the story board for the tape on Student Perceptions of Faculty. A few more drawings were made. It was decided that for the time being we could stop at this stage. Mr. Michael Betz who would be in charge of the production was requested to give further thought
to the proposals so far made. Production of the video tape was scheduled for summer, 1979.

Having completed the story board for the video tape, it was decided by Dr. Poole that I had successfully completed all of my requirements for the student internship, and this proved to be my last activity.
BIBLIOGRAPHY


Hickerson, J. Douglas, "Student and Faculty Expectations and Perceptions of the Faculty Role and Student Role in Kalamazoo College and Western Michigan University". Doctoral Thesis, Pennsylvania State University, 1970.


THE MINI-GRANT STUDENT ASSISTANTSHIP PROGRAM

(An Internship Survey)

Prepared by Emmanuel Mariampillai
Student Intern
Office of Instructional Development
Western Michigan University
December 1978
THE MINI-GRANT STUDENT ASSISTANTSHIP PROGRAM
THE OFFICE OF INSTRUCTIONAL DEVELOPMENT
Western Michigan University

Emmanuel Mariampillai

Submitted to:
Dr. Howard R. Poole
in partial fulfillment of the requirements
for a major internship
Department of Educational Leadership
College of Education
Western Michigan University
December 1978

Acknowledgement: I wish to place on record my gratitude
and deep appreciation for the guidance received from
Dr. Howard R. Poole and the assistance rendered by
Mrs. Betty McGuire.

Emmanuel Mariampillai
MINI-GRANT STUDENT ASSISTANTSHIP PROGRAM

From the Winter semester, 1974, the Office of Instructional Development at Western Michigan University has funded a Student Assistantship Program. The Instructional Development Office is a service agency established to help faculty and staff improve the quality of WMU educational programs by promoting instructional innovations. Faculty members who have special instructional development projects can enlist a student assistant of their choice to assist with selected instructional development projects. A grant of $50.00 towards the purchase of materials and a remuneration of $100.00 for the student are paid by the Office of Instructional Development in support of the instructional development project.

The primary objective of the Student Assistantship Program is to assist WMU faculty members to improve educational programs with the assistance of a student.

The secondary objectives are:

1. to provide financial assistance to students with creative skills
2. to provide students with work experiences in educational activities
3. to provide learning experiences for students
4. to improve relationship between faculty and students
5. to introduce student opinion into the instructional development process.
There has been an increasing demand by WMU faculty for mini-grant student assistantship projects. This is evident from the number of requests that have been made between the inception of the program in the Winter of 1974 and the Fall of 1978. (See Table I)

**TABLE I - SUMMARY OF STUDENT ASSISTANSHIPS AWARDED 1974-1978**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>17</td>
<td>24</td>
<td>10</td>
<td>31</td>
<td>16</td>
<td>98</td>
</tr>
<tr>
<td>Spring</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Summer</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Fall</td>
<td>28</td>
<td>13</td>
<td>24</td>
<td>25</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>48</td>
<td>42</td>
<td>71</td>
<td>64</td>
<td>279</td>
</tr>
</tbody>
</table>

A grand total of 279 requests had been made to the Office of Instructional Development. Of these 267 were completed. Twelve projects were cancelled for lack of finances.
The student assistantship program was utilized by 52 departments in eight colleges and two academic service units.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>11</td>
<td>14</td>
<td>49</td>
<td>17.56</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>26</td>
<td>20</td>
<td>24</td>
<td>25</td>
<td>21</td>
<td>116</td>
<td>41.58</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>3.58</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1.43</td>
</tr>
<tr>
<td>General Studies</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>10</td>
<td>5</td>
<td>31</td>
<td>11.11</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>21</td>
<td>7.53</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>24</td>
<td>8.60</td>
</tr>
<tr>
<td>School of Librarianship</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1.79</td>
</tr>
<tr>
<td>Academic Services Units</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>19</td>
<td>6.82</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>50</td>
<td>43</td>
<td>67</td>
<td>65</td>
<td>279</td>
<td>100 %</td>
</tr>
</tbody>
</table>

From Table II it is evident that the College of Arts and Sciences has utilized a majority of the assistantships (41.58% of the projects). The second highest utilization was by the College of Applied Sciences with 17.56% of the projects.
The breakdown of the utilization of the Student Assistantship program by the various departments on the campus is as follows:

**TABLE III - SUMMARY OF STUDENT ASSISTANTSHIP PROGRAM BY DEPARTMENTS**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Projects Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>23</td>
</tr>
<tr>
<td>Social Science</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>18</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>18</td>
</tr>
<tr>
<td>Geography</td>
<td>11</td>
</tr>
<tr>
<td>Biology</td>
<td>10</td>
</tr>
<tr>
<td>Physics</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>9</td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
</tr>
<tr>
<td>Education and Professional Development</td>
<td>9</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>8</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>7</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>7</td>
</tr>
<tr>
<td>Communication Arts and Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Anthropology</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Educational Opportunity Center</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Development</td>
<td>4</td>
</tr>
<tr>
<td>Career Education</td>
<td>4</td>
</tr>
<tr>
<td>Accountancy</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Political Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Transportation Technology</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Librarianship</td>
<td>3</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
</tr>
<tr>
<td>Center for Women's Services</td>
<td>3</td>
</tr>
<tr>
<td>Business Education &amp; Administrative Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Computer Center</td>
<td>2</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Geology</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>2</td>
</tr>
<tr>
<td>Waldo Library</td>
<td>2</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

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Table III Continued

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Center and Clinic</td>
<td>2</td>
</tr>
<tr>
<td>Black Americana Studies</td>
<td>2</td>
</tr>
<tr>
<td>Counseling and Personnel</td>
<td>2</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
</tr>
<tr>
<td>Directed Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Educational Resources Center</td>
<td>1</td>
</tr>
<tr>
<td>Audio Visual Center</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Speech Pathology and Audiology</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Center for Educational Research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>279</td>
</tr>
</tbody>
</table>

An interesting question in relation to this study could be, "Do faculty members who have accepted and completed a project with help from the Office of Instructional Development come back for more projects?"

The table given below provides the answer.

**TABLE IV - SUMMARY OF PROJECTS AND SPONSORING PROFESSORS**

<table>
<thead>
<tr>
<th>Number of Professors</th>
<th>Number of Projects Completed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>71</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>267</td>
</tr>
</tbody>
</table>
RECOMMENDATION #1

It might be beneficial to the Office of Instructional Development and to the Instructional Development program on the campus to do further studies to discover the reasons why certain colleges, certain departments, and certain faculty members are more involved than the others in this instructional development program.

Could it be the nature of the curriculum, the motivation from the departmental head, the influence of the departmental colleagues, greater awareness of the program in the department, competency or commitment of the individual faculty member to instructional development, or the informal communications between the head of the Instructional Development office and the faculty?

Of the 267 projects that were completed, only 50 were chosen for the study. Of these, only 40 projects were studied since ten of the faculty members were not available on the campus during the period of the study. Care was taken to see that a proportionate number of projects from the various departments that were included in the program were selected for this study.
TABLE V - NUMBER AND PERCENTAGE OF PROJECTS SELECTED FOR THE STUDY FROM THE VARIOUS COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Projects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>17</td>
<td>42.5%</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>General Studies</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>4</td>
<td>10.0%</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>Librarianship</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>Academic Services</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The faculty and staff interviewed regarding the student assistantships represented a cross section of the University teaching staff.

TABLE VI - PROFESSIONAL RANK, NUMBER AND PERCENTAGE OF FACULTY MEMBERS INTERVIEWED

<table>
<thead>
<tr>
<th>Rank</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Instructors</td>
<td>2</td>
<td>5.0%</td>
</tr>
<tr>
<td>Administrators</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Collection of Data

A list of 12 specific questions was prepared with the help of a questionnaire that had been previously designed and utilized by the Office of Instructional Development to evaluate some of the student assistantship projects. The questions called for multiple-choice structured responses. There was also space provided after each question.
for unstructured comments. The unstructured comments provided some insights into the nature of the responses.

Because only 40 members of the faculty who had participated in the program were included in the study, it may be difficult to make any substantive conclusions. Nevertheless, there are a number of significant issues raised by the survey results.

**Results and Comments**

Most faculty members, 75%, said that all, and 20% said that most of the resources and services needed for their instructional development projects were available at Western. Two and one-half percent said projects were hindered by the lack of resources. Another 2.5% did not respond. The faculty also said that many skilled and talented students are on the campus and could be efficient partners in the production of instructional materials and in the process of instructional development. The faculty, however, must be responsible for discovering these talents and utilizing them in order to benefit the students and the instructional program at Western.

**RECOMMENDATION #2**

I would strongly recommend that the information provided in The Services Catalog regarding the availability of graphic services for instructional promotions be made known to the faculty. There are faculty members who are unaware of the facilities.

Most of the faculty interviewed find the Student Assistantship Program a positive means to establish and build a better relationship
with their students. Seventy percent of the respondents said their relationship with student-assistants was highly satisfactory. Twenty-two and one-half percent considered the relationship satisfactory. Only 2.5% said it was unsatisfactory, and 5.0% felt that the relationship was highly unsatisfactory. The interest of the professor and the involvement of the student in the project have helped to establish a better understanding and appreciation of each other. Some of the faculty members would attribute the successful completion of the projects to the freedom they have in selecting the student-assistant. A small percentage of the faculty interviewed felt that a more effective procedure for the selection of the student-assistants should be devised. They felt that they had selected the students without sufficient background information regarding the student, at the beginning of the semester, and that the project had suffered because the wrong type of student had been selected.

RECOMMENDATION #3

Perhaps a list of competent and willing students who wish to be a part of the instructional process and contribute to the program on the campus could be maintained by the Office of Instructional Development. This list could be prepared with the help of the faculty.

The ease of communication and the assistance received from the Office of Instructional Development is highly appreciated by the members of the faculty. They all have a word of praise. Some faculty members who were involved in this program at its inception do not seem to be aware that this is a continuing program and that student assistantships are presently available. During the course of the
survey it became evident that some faculty members on the campus are totally unaware of the existence of the program and the facilities available to develop instructional materials.

Awareness of the program and easy accessibility to the program are vitally important for the growth and development of instruction on the campus. In my opinion, awareness of this program among students could be very advantageous. Talented students who have an interest in instructional development and have the time, competence, and desire to be creative may be drawn to the program. Students aware of the program may motivate faculty members who are otherwise not committed to instructional development outside their lectures because of the extra time and effort required. The students may take the initiative when they see the benefits of this program as a learning experience.

RECOMMENDATION #4

The program needs to be brought to the attention of the faculty as well as the student population on the campus. Many members among both groups are unaware of the existence of this program.

Regarding the learning experience which a project provided to the student, 47.5% of the faculty said that it was very valuable, while 32.5% considered it valuable. Five percent did not find it valuable, 2.5% said it had no value, and 12.5% did not respond. These responses are not based on any proven empirical data but rather on the personal perceptions of the faculty. There were also some faculty members who felt that some of the projects did not provide any tangible experience to the students. They said the projects were directly
related to the needs of the faculty instead of the student's needs.

RECOMMENDATION #5

It might be good to ask the question when processing a project request, "How will the student-assistant benefit by this project?"

To the sixth survey question regarding the reasons why the student assistantship was valuable to the student, 10% of the faculty said that it had value because academic credits were granted. A good many members of the faculty were desirous of exploring the possibility of granting academic credits for this program. Seventy-five percent of the faculty said that the work experience provided was valuable. Forty-five percent mentioned that the projects provided research experience.

Seventy-two and one-half percent of the faculty were of the opinion that the greatest value was the financial assistance provided by the program. A great majority of the faculty expressed the hope that the present rate of remuneration be increased since the amount paid was very low and inadequate by the present standard of wages. A few respondents stated that though they were interested in developing instructional materials under the Student Assistantship Program they found it difficult to motivate students to undertake a project because the remuneration was very low. In their opinion, a better incentive should be provided to the student by way of financial aid.

RECOMMENDATION #6

If the Office of Instructional Development does not have sufficient funds to pay the students adequately, the depart-
ments that make use of this program may be persuaded to subsidize the project. Some faculty members would strongly support this move.

The seventh survey question asked was: "What was your project aimed at improving?" Fifty-seven and one-half percent of the faculty members said a unit of instruction within a course, 50% said the project was aimed at improving an academic course, and 27.5% aimed at a group of related courses. Only 2% said that their project was aimed at a curriculum, and 6% said that their project was aimed at several related curriculums.

A very large percentage of the materials developed were utilized by, and remained with, the faculty member who directed the production. Even within the department there does not seem to be an awareness of the materials that are available.

RECOMMENDATION #7

A procedure to make the materials prepared more available and better known may be conducive to better utilization.

Forty-seven and one-half percent of the respondents claimed that the project involved ideas originally developed by themselves. Fifteen percent had modified the project from a colleague's ideas, 7.5% had adapted it from another department, 30% had adapted the project idea from outside the University, 17.9% had taken the idea from outside the academic community, and 10% had taken the idea from international sources.

Each respondent was asked what his or her project accomplished. The answers were as follows. Approximately 56% stated that it increased the rate of student learning, 50% said that it introduced new concepts,
50% claimed that it increased management of instruction, 12% said that it improved the evaluation of learning, 20% responded that it improved knowledge of teaching-learning activities, 42% said that it increased student enjoyment of instruction, and 12% said that it reduced failures.

One of the questions for which most of the respondents hesitated to give an answer was, "How many students has the project affected?" Almost none had maintained any records regarding the number of beneficiaries. Some of the responses were mere guess work while several of the responses given had some acceptable basis for calculation. The responses were as follows:

<table>
<thead>
<tr>
<th>Number of Faculty</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Nil</td>
</tr>
<tr>
<td>15</td>
<td>15 - 100</td>
</tr>
<tr>
<td>6</td>
<td>101 - 200</td>
</tr>
<tr>
<td>5</td>
<td>201 - 300</td>
</tr>
<tr>
<td>6</td>
<td>301 - 600</td>
</tr>
<tr>
<td>1</td>
<td>1366</td>
</tr>
</tbody>
</table>

The forty student assistantship projects studied have benefited approximately 7000 students with improved instruction. The total cost of the forty assistantships was approximately $5,000.00, or $125.00 per assistantship. The cost per student for improving instruction was, therefore, approximately seventy cents. Seventy cents is not a very large sum, and the amount will continue to decrease as long as the improvements generated by the assistantships continue to be used.

Sixty-seven and one-half percent of the respondents said that their projects improved the educational program of the University. Twenty-two and one-half percent stated that their project offered potential for improving the educational programs in the University. Only 2.5% categorically stated that their projects did not improve the program. This is due to the fact that
the project was not completed by the student. Seven and one-half percent of the faculty did not respond to this question.

In answer to the last survey question, "In general what is your opinion of the Student Assistantship Program?", the following responses were received: seventy-five percent stated they were highly satisfied, 20% said they were satisfied, and 5% did not respond to this question.

Conclusions

The survey indicates that among the faculty members who have utilized the program there is substantial and wide-spread support of the concept of instructional development through the mini-grant student assistantship projects.

The program has been very beneficial to the faculty and to the student-assistants who participated in the instructional development projects. It has also made a substantial contribution to the improvement of the quality of education on the campus.

Most faculty members feel that there should be substantial additional incentives for the participants in instructional improvement activities. If appropriately rewarded, a larger proportion of faculty and students would be more eager to engage in instructional improvement projects. Many members of the faculty perceive the Student Assistantship Program to be deserving of high priority in the process of instructional development and to merit extension and greater investment.
STUDENT ASSISTANTSHIP PROGRAM EVALUATION

The Office of Instructional Development is interested in evaluating the Student Assistantship Program. The objective is to assess the impact of the program on the instructional programs of the University. Your feedback on the Student Assistantship Awards completed, directed, or utilized by you in the past will be valuable for the improvement of the program.

Kindly check the correct answer or write your comments.

1. In your work to complete the project did you have all of the resources and services you needed?
   ___(a) had all the resources and services needed
   ___(b) had most of the resources
   ___(c) lacked a majority of the resources
   ___(d) the project was hindered by the lack of resources

   Comments:

2. What resources or services did you need? (Please list)
   ___(a) _____________________________________________________
   ___(b) _____________________________________________________
   ___(c) _____________________________________________________
   ___(d) _____________________________________________________

   Comments:

3. The working relationship between the student assistant and yourself on this project was:
   ___(a) highly satisfactory
   ___(b) satisfactory
   ___(c) unsatisfactory
   ___(d) highly unsatisfactory

   Comments:
4. The communications and assistance between the Office of Instructional Development and yourself on this project has been:

   (a) highly satisfactory  
   (b) satisfactory  
   (c) unsatisfactory  
   (d) highly unsatisfactory  

Comments:

5. As a learning experience for the student the student assistantship project was:

   (a) very valuable  
   (b) valuable  
   (c) not very valuable  
   (d) had no value  

Comments:

6. The student assistantship was valuable because it provided the student with: (Select as many as are appropriate)

   (a) academic credit  
   (b) financial aid  
   (c) work experience  
   (d) research experience  
   (e) other? (Please list) __________________________________________________________________________

Comments:

7. Was your project aimed at improving: (Please select as many as are appropriate.)

   (a) a unit of instruction within a course  
   (b) an academic course  
   (c) a group of related courses  
   (d) a curriculum  
   (e) several related curriculums  
   (f) other? (Please list) __________________________________________________________________________

Comments:
8. Did your project involve material or ideas:
   (a) originally developed
   (b) modified from a colleague
   (c) adapted from another department
   (d) adapted from outside the University
   (e) obtained from outside the academic community
   (f) obtained from an international source

Comments:

9. Did your project accomplish any of the following: (Please select as many as are appropriate.)
   (a) increase rate of student learning
   (b) introduce new content or concepts
   (c) increase management of instruction
   (d) improve the evaluation of learning
   (e) improve knowledge of teaching-learning activities
   (f) increase student enjoyment of instruction
   (g) increase enrollment, retention of students, or reduce failures
   (h) other? (Please list) ________________________________

Comments:

10. How many students has the project affected? __________________

   (Please estimate.)

Comments:

11. Now that the project is completed, did your efforts:
   (a) improve the educational programs of the University
   (b) offer potential for improving the programs
   (c) probably didn't improve the educational programs
   (d) did not improve the educational programs

Comments:

12. In general, what is your opinion of the Student Assistantship Program:
   (a) highly satisfactory
   (b) satisfactory
   (c) unsatisfactory
   (d) highly unsatisfactory

Comments:
APPENDIX C
Student Assistantship Awards are partially underwritten by Western Michigan University's Annual fund and are used to build and improve the quality of teaching at Western Michigan University with the help of students.

For more information and application form:

return to:

Howard Poole
1450 Dunbar Hall

Student Assistantship Awards are made to faculty members who have specific instructional development projects and who are willing to take on the responsibility of working with interested students to successfully complete the project.

The maximum stipend is $1500 per semester. The first check is payable after one-half of the project is completed, the last check at the completion of the project.

The Awards vary in length, but normally range from eight (to fifteen weeks, or a total of seventy-five hours or more of work. Renewals are possible upon written request.

An interested student should be regularly enrolled at WMU (i.e. six credit hours or semester) and have at least a 2.00 minimum GPA. The student should have experience and previous training in the type of work for which they are applying and have sufficient "free" time in their schedule to successfully complete the Award.

Requests for supplementary funds for supplies, materials and equipment should be stated clearly when applying for the Award (i.e. list information in faculty application).

Students and faculty members should meet regularly during the project to insure the successful completion of the project. Both parties must sign the completed application form and return it to the Office of Instructional Development.

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Students and faculty members should meet regularly during the project to insure the successful completion of the project. Both parties must sign the completed application form and return it to the Office of Instructional Development. (Allow two weeks for a response).

Student Assistantship Awards are made to faculty members who have specific instructional development projects and who are willing to take on the responsibility of working with interested students to successfully complete the project.

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application for student assistant awards

**title:**

**purpose:** (Please check correct answer(s))

A. Develop Instructional Materials
B. Improve Course (Course No. ___)
C. Improve Curriculum
D. Evaluation of Teaching
E. Other

**estimate of work:**

Student ___ hrs.
Faculty member ___ hrs.
Other ___ hrs.
Total hrs. ___

**duration:** From ___ to ___ (Beginning and Ending Date)

**funding procedures:**

A. Faculty member MUST notify the Office in writing that the student has completed his or her work before the student will be paid.
B. Students will have to pick up their stipend checks from the secretary of the Office of Instructional Development, (Room 1420 number)
C. Supplies and materials will be provided through the Office of Instructional Development. DO NOT PURCHASE your own supplies or equipment unless directed by the Head of the Office of Instructional Development.

**material cost:** (Note: If above $20.00, make list of items. If above $50.00, list source other than the Office of Instructional Development).

**description:** (please include specific objectives and significance of project):

**faculty:**

Name _____________________________ Phone _____________________________
Department _____________________________

**student:**

Name _____________________________
Social Security Number* ______
Phone (local) ______ (home) ______
Permanent Address* _____________________________
(City) (State) (Zip)
("needed for IRS")
Local Address _____________________________
(City) (State) (Zip)

Faculty Advisor _____________________________
GPA Year in school Major _____________________________
Work Experience _____________________________

**agreement:**

I have read the Conditions for awarding a Student Assistantship and agree to abide by them if I receive an Award.

Student Signature: _____________________________ (Date)
Faculty Signature: _____________________________ (Date)
Approved by: _____________________________ (Date)

Howard R. Pooe, G.I.O. _____________________________

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