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A Study of Effects of a Systematically Designed Promotional Message on the Acceptance of Michigan Regional Educational Media Centers by Nonusers

Jaswant Singh
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A STUDY OF EFFECTS OF A SYSTEMATICALLY DESIGNED
PROMOTIONAL MESSAGE ON THE ACCEPTANCE OF
MICHIGAN REGIONAL EDUCATIONAL MEDIA
CENTERS BY NONUSERS

by

Jaswant Singh

A Dissertation
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A STUDY OF EFFECTS OF A SYSTEMATICALLY DESIGNED
PROMOTIONAL MESSAGE ON THE ACCEPTANCE OF
MICHIGAN REGIONAL EDUCATIONAL MEDIA
CENTERS BY NONUSERS

Jaswant Singh, Ed.D.
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The purpose of this study was to examine the effects of using a systematically planned and presented promotional message on increasing the number of public and private K-12 teachers who use the media services of the REMCs.

The following hypotheses were tested:

1. There will be a difference in the proportion of teachers requesting REMC media services in the experimental and control groups as a result of the use of a systematically designed promotional message.

2. There will be a difference in the mean number of media items requested by users in the experimental and control groups as a result of the use of a systematically designed promotional message.

As a result of surveying the 22 REMCs in Michigan, REMC XI was selected as the site for this study. The population included in this study was randomly selected from teachers who had not requested REMC services in the 2 years prior to the study. These teachers were randomly divided into a treatment group and a control group.

Using principles from the behavioral sciences the treatment messages were developed. Only principles deemed practical for use
in a typical REMC setting were selected for use in the design of the treatment messages.

The treatment was administered for 6 weeks beginning October 15, 1981. Data describing the number of teachers in the treatment and control groups who requested media services and the number of items requested by those teachers were recorded.

The data available were insufficient to statistically test the hypotheses. However, the data indicated trends favoring teachers in the treatment group.

The initial treatment was allowed to work for an additional 4 months. Data were gathered and a post hoc analysis was conducted using the cumulative data. Again, the data available were insufficient for statistical analysis. However, the trends favoring the treatment group were still evident.

Although the results were inconclusive, it appears that the use of systematically designed promotional materials is practical in Michigan REMC settings. Further, it appears that such messages have the potential to increase the use of REMC media collections.
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CHAPTER I

STATEMENT OF THE PROBLEM

The human worth that democratic societies seek to protect and develop rests upon a commitment to educational programs which meet the individual developmental needs of students and prepare them to resolve the problems that continually confront them (ALA, 1975). In an educational process, teachers are the vital components. Teachers can minimize the waste of human resources by assuming students are capable of learning and recognizing the processes by which they learn. This involves planning for the conditions of learning, i.e., motivating the student and identifying internal and external factors which impact the student learning. Among the major factors affecting the type and quality of education offered are the resources and programs developed to help students learn, and the educational personnel who administer, supervise, and present the curriculum (Meierhenry, 1966, p. 268).

It is observed that most teachers in schools do not utilize media though they have information on the availability of media materials from their school media centers and the regional media service agencies. The importance of media utilization in education is basic to the learning experience (Guss, 1973). The instructional materials used in the teaching-learning situations contribute significantly to the learning experience, and it is of greatest importance that the best possible materials are used.

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According to the Association of Media Producers survey in 1978, $251.8 million was spent on the media materials purchased by the nation's schools and colleges (Brown, 1980). Media materials included 16mm films, videotapes, silent and sound 8mm films, silent and sound filmstrips, 2x2 slides, overhead transparencies, records, cassette and reel to reel tapes, study prints, multimedia kits, manipulative games, and realia. The $251.8 million figure did not include the cost of textbooks which was $1,572.7 million.

The problem of underutilization of media materials by teachers was studied by Torkelson (1965) who found that "less than ten percent of the 228 visits recorded the use of any projected materials, with the greatest number of teachers using chalkboard and bulletin boards (85% & 61% respectively). All other materials on the Visitation Checklist were used by thirty-seven percent or less of the teachers" (p. 150). Considering Torkelson's findings, one could easily conclude that a large percentage of the $251.8 million figure goes unused.

The utilization of instructional media resources enhances the student learning and saves time for the learner. Nelson (1952), Romano (1955), and Sparks and Unbehaun (1971) have found that students who had the advantage of seeing 16mm films or specially prepared transparencies or filmstrips as an integral part of their classroom instruction achieved better when tested than did the students in the control groups. In one case, it took only half of the normal learning time for the students to learn through the enriched approach (Wendt & Butts, 1960). Teachers also pointed out the
intrinsic value of the use of audiovisual materials creating more effective teaching-learning situations.

To enhance the possibility that appropriate media and materials will be used to improve the educational climate in Michigan schools, Public Act 55 of 1970 was passed to create Regional Educational Media Centers (REMC) throughout the state. A description of the REMCs is provided in Appendix A. Since the enactment of Public Act 55 of 1970 in the state of Michigan, large sums of money have been spent by the state, intermediate school districts, and local education agencies to develop media material collections and related services to be housed in Regional Educational Media Centers, commonly known as REMCs. These 22 REMCs have developed a network to serve all teachers in the public and nonpublic schools of Michigan.

In an attempt to insure relevance in the development of each REMC media collection, the REMC advisory council, with representatives from each school district, is responsible for integrating the services of the center with local curriculum objectives. Special emphasis is placed on the development of systematic techniques and the accompanying practical knowledge for designing, testing, and operating instructional programs in the local education agencies. The council's role also involves the preview and selection of materials and equipment, relaying local educational needs, planning and evaluating services and program, providing communication between the media center and the local schools, and addressing other areas of concern identified by the State Board of Education and the local REMC board. The Regional Educational Media Center (REMC) is a
physical facility within a region where a full range of instructional media, necessary equipment, and other material services are available to teachers and students. It provides media services which are not available at the local school level. The goal of the REMC movement in Michigan was to enhance the use of media in the schools of the state. Based on this researcher's general observation and from information gathered in a survey of Teacher Usage of REMC Services (Appendix B), it was found that the percentage of eligible teachers not using REMC services ranged from 17% to 90% in 15 REMCs and satellites who responded. Twelve REMCs and four satellite centers did not respond at all or failed to provide adequate information. A compilation of all data received from the REMCs and satellites are shown in Appendix C.

These data imply that some REMC collections are not fully used. To increase the effectiveness of the educational climate and offset the effects of financial difficulties, it seemed necessary to study this situation and identify strategies for improving the use of the existing collections. Presently no such study of Michigan's REMCs has been conducted. This study is focused on the examination of that problem.

The studies cited earlier show that media utilization does have an impact on the learning environment in a positive and time-saving way. Moreover, Wilkinson (1980) reported that, "when they are carefully selected and/or produced--taking into account both media attributes and student characteristics--and systematically integrated into the instructional program, educational media have a
significant impact on student achievement and self-image" (p. 39).

Numerous studies have been undertaken to examine questions related to the identification of factors that influence the use of media. However, for the most part, the findings of these studies have lacked consistency.

Kelley (1960), Lasher (1972), Miles (1973), Wimberly (1974), and Long (1977) found that teacher attitudes toward media and media usage were positively related and highly significant. These findings were not supported by Tielke (1968), Venn (1969), and Welsh (1975), who found no significant relationship between instructional media use and the attitudes of teachers toward media. However, they pointed out that the potential of media instruction is not yet realized by teachers. Grant (1969) found an overall positive mean change in attitude toward media for all male and female respondents once they were aware. There were more acceptors than rejectors of media usage by teachers in the subject areas of English, foreign languages, science, and history-social studies. In the subject area of mathematics, there were more rejectors than acceptors of media. Welsh (1975) also found a significant relationship between the type of curriculum program and the extent of utilization of instructional media. Simms (1977) supported Grant (1969) and Welsh (1975) in their findings that subject matter taught appears to be a factor in the extent to which teachers utilized media materials.

The studies cited above were conducted to determine the effect of teacher variables (sex, age, number of years of service, grade level taught, attitude toward media, and competence in selection and
use of media) on the adoption of media. At best, the findings must be considered as inconclusive.

A key concept here is "adoption." In the media studies reviewed by this researcher there seems to be a conspicuous absence of research directed toward the study of the relationship between the process of individual adoption/rejection of an innovation and the communication of information about that innovation.

With regard to the adoption of an innovation, Havelock stated, "full acceptance and adoption rarely come when an individual first learns about an innovation. A person reaches the decision to adopt an innovation by a very complex process, but it has been learned through research that this process usually follows a predictable pattern" (p. 113). Rogers (1962) said that "it matters little whether or not an innovation has a great degree of advantage over the idea it is replacing. What does matter is whether the individual perceives the relative advantage of the innovation" (p. 124).

Rogers's five-stage process is the model which has been widely used in studying adoption through the process of social interaction. The five stages are described as follows:

1. Awareness stage: The individual learns of the existence of new ideas but lacks information about it.

2. Interest stage: The individual develops interest in the innovation and seeks additional information about it.

3. Evaluation stage: The individual makes mental application of new ideas to his present and anticipated future situation and decides whether or not to try it.
4. Trial stage: The individual actually applies the new idea on a small scale in order to determine its utility in his own situation.

5. Adoption stage: The individual uses the new idea continuously on a full scale. (Rogers & Shoemaker, 1971, p. 100-101)

It is through awareness that a teacher develops an interest in media services. He/she will then evaluate it and may decide to use or not to use media in the teaching-learning situation. Therefore, the initial communication on media services must contain elements which will increase his/her awareness, interest, and offer suggestions for mental evaluation. If the information presented creates the conditions described, it is proposed that the teacher will enter the trial stage and will then either adopt or reject the services. Unless the individual forms a favorable attitude toward the innovation in the awareness stage, he/she will not seek information about the innovation or progress to the interest phase of Rogers's model. The information gained in the interest stage must contribute to the development of a favorable attitude in order for trial to occur. This may result from the individual mentally applying the new idea to his/her present or future situation before deciding whether or not to try it. This type of mental trial evaluation is distinct from the physical trial of the innovation.

Effectively planned communication is central to the process of creating awareness, instilling interest, promoting evaluation and trial, and hopefully, resulting in adoption. Research dealing with persuasive messages supports that structured messages are to be preferred to unstructured messages and familiar structures seem to be...
more effective than the unfamiliar ones. Burgoon and Bettinghaus
(1980), in reviewing research dealing with persuasive message strat­
egies, have found that structured messages are more effective than
unstructured messages. Darnell (1963) also concluded that any orga­
nizational pattern would be acceptable as long as it was one that
had some degree of familiarity to an audience.

Presently, no such systematically planned approach is used by
the REMCs to reach teachers and other educators for using media ser­
VICES. Periodically, newsletters, lists of newly acquired materials,
media catalogs and supplements, etc., are sent to schools and ad­
visory council members for distribution to teachers. These assist
those teachers who are already interested in mediated instruction.
However, teachers who are not interested in mediated instruction may
not take notice of the information sent by the REMCs or have other
reasons for not using the media services. The number of nonusers in
each REMC is quite significant (see Appendix C) and supports
Torkelson's (1965) findings when he stated there is a problem of
underutilization of media.

To maximize the benefits derived from the use of media in the
classroom in Michigan it will be necessary to increase the number of
teachers who subscribe to the services offered by the 22 Regional
Educational Media Centers (REMCs). The purpose of this study is to
examine the effect a systematically planned and implemented promo­
tional campaign has on the request rate for REMC services by non­
users.
Summary

The foregoing discussion illustrates that when media are effectively and efficiently used, it has significant impact on student achievement and self-image. In an effort to maximize the use of media in the classrooms of Michigan, Michigan Regional Educational Media Centers (REMCs) were established. However, as a result of observation and through preliminary survey of the use of REMC services, it was found that they were not being fully utilized.

With regard to the use of media, numerous studies have been conducted to examine the effects of teacher related variables on the teacher's utilization of media. However, for the most part, the results of these studies have been inconclusive.

For the nonuser, the use of media in instruction could be considered an innovation. Research has shown that one goes through a well-defined change process to arrive at the decision to adopt or reject an innovative idea. This change process is not unlike any other learning experience and has as its key ingredient effective communication. This researcher is not aware of studies that have been conducted to examine the use of systematic and planned communication to move the nonuser of instructional media through the change process that necessarily precedes adoption and use of those media. Therefore, the purpose of this study is to examine the effect a systematically planned and implemented promotional message campaign has on the use of REMC services by nonusers.
The principles relating to the theoretical aspects of message design and development used in this study will be discussed in Chapter II.
CHAPTER II

REVIEW OF SELECTED LITERATURE

This chapter contains a review of the literature relevant to the problem under study, i.e., the systematic design of a promotional message to encourage the use of media by nonusers. For the purpose of this study the literature will be reviewed and described using the following categories: message content, message structure, and message transmission. Message content will include the variables that relate to the choice of stimuli to be included in the message; while message design will include those variables that relate to the organization of the stimuli. Message transmission variables are those variables which relate to channel selection for the message.

Message Content

Message content is the major component of a persuasive message, and when the receiver is reinforced about its credibility, communication is enhanced. Much of the literature which deals with message content is not empirically based. Studies dealing with message content are part of the attitude-change literature and the communication literature. Fleming and Levie (1978) discussed the following six major issues of message content: including versus not including information about the source, the needs of the receiver, the values of the receiver, introducing opposing arguments, stating versus not
stating the conclusions, and the extremity of the position advocated (p. 211-221). These issues are discussed individually in the paragraphs that follow.

Regarding source characteristics, Hoveland, Janis, and Kelley (1953) discovered the source of the message made a considerable difference in determining its effectiveness for attitude change. It has been repeatedly shown that sources, or "communicators," who are perceived as being experts on a topic are more persuasive than communicators not so perceived. The credibility of the source has an impact on the utilization of the services, and according to Fleming and Levie (1978), "high credibility sources exert more persuasive influence than low credibility sources, all other things being equal" (p. 199). They further stated that "expertise is usually the most important component of high source credibility and trustworthiness may contribute to high source credibility" (p. 200).

When addressing the needs of the receiver, "arguments are more effective if they are relevant to the receiver's needs" (Fleming & Levie, 1978, p. 214). However, once the need is apparent to the receiver, persuasion will be greatly facilitated.

Katz (1960) emphasized the idea that attitude formation and change must be understood in terms of psychological needs which attitudes serve. The psychological needs of the receiver are facilitated by relating message content to specific psychological functions. Therefore, when designing a persuasive message which focuses upon the relationship between an attitude object and receiver's values, the perception that the object can lead to the attainment of
those receiver held values needs to be established.

Every issue has virtually two sides and sometimes the communicator presents both sides of the issue and then advocates his/her own views. Fleming and Levie (1978) summarized the research and stated that:

Introducing and refuting opposing arguments may be facilitative when (a) the receiver is already familiar with the issue, (b) the receiver initially disagrees with the communicator's position, (c) the receiver is highly intelligent and may seek out opposing arguments before making a decision, and (d) the receiver will hear the opposing viewpoint later. (p. 218)

McGuire (1964) suggested presenting a message containing a simple truism and mild counterarguments in defending the views.

In order to decide whether stating versus not stating the conclusions, "it is almost always advisable to state the conclusions explicitly rather than to allow receivers to draw their own conclusions" (Fleming & Levie, 1978, p. 220). When receivers have low motivation or low intelligence, explicitly stating the conclusions is safer and better.

In developing a persuasive message, the question of advancing a strong versus moderate position is raised. Research supports the position:

When the receiver has low involvement in the issue, advocating an extreme position on the issue will result in the greatest attitude change. When the receiver has high involvement, advocating a position only moderately different from the receiver's initial position will result in more attitude change than advocating an extreme position. (Fleming & Levie, 1978, p. 220)

Producing significant change involves a long-term campaign in which the receiver is brought along little by little in a series of
messages.

The alternative to logical message appeals lies in appeals to various emotions. The classic study by Janis and Feshback (1953) compared high fear messages and low fear messages in situations designed to include high school students to brush their teeth. The results indicated that low levels of fear were more successful in changing attitudes than the high-fear appeal messages. McGuire (1968) found that the effect of fear appeal is directly related to the implicity of the message.

Message Structure

Message is a pattern of signs—words and pictures—produced for communication with an intention of impacting receiver behavior. Message structure deals with planning, outlining, and the organization of content materials incorporated in the message. These categories of message structure are discussed in the paragraphs that follow.

For effective communication, concentration must be given to structure as well as message content. The success or failure of any program depends on the planning and organization of materials which go into presentation. According to Brush and Brush (1978), communication must be planned by determining objectives, audience analysis, message design, and choosing the delivery system. This concept is further supported by Schmeling and Worting (1980). The type of messages to which the target audience is accustomed to responding should be considered in designing the message.
Guilford's (1973) guidelines for the message designer suggested:

Making the organizational outline of a message apparent (subtitles in a film or transitional statements in a speech) should improve perception and learning of its features. . . . Words imbedded in meaningful sentences should be more readily related and associated in memory than words presented outside of sentence concepts. (p. 50)

Havelock and Havelock (1973) stated that,

To achieve utilization, a variety of messages must be generated pertaining to the same innovation and directed at the potential user in a purposeful sequence on a number of different channels in a number of formats. The resource system must act synergistically, bringing together a variety of messages and focusing them in combination, in sequence, and in repetition upon the potential user. (p. 22)

With respect to the organization of the message content, the key variables which are identified in the literature are message sequence and message repetition. Message sequence has been addressed in social psychology by Cromwell (1950), Hoveland et al. (1953), and Sponberg (1946). They looked closely at the placement of persuasive arguments within a message. Whether placement of the strongest persuasive arguments should occur early in the message or late in the message was found to be a function of the nature of the objectives of the communication and the nature of the receiver. For example, the strongest arguments for the topic should be presented first when the receiver holds little interest in the topic, is favorably disposed to the topic, and/or is not familiar with the topic. Conversely, one can be more persuasive by presenting opposing arguments first followed by favoring arguments when the receiver has involvement with the topic and is opposed to the topic or when the receiver

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is ready to give full attention (Fleming & Levie, 1978).

Message repetition helps in getting the message across to the receiver, and according to Fleming and Levie (1978), "repetition helps but only to a certain point" (p. 226). McGuire (1968) observed that the mass media channels rely on multitudinous repetitions because they are targeting different members of a changing audience. With regard to repetition and a specific audience, Fleming and Levie (1978) state, "for a given receiver, little gain is likely after one or two repetitions" (p. 226).

Message Channel

Message channel refers to the transmission variables which relate to channel selection. These variables include the medium used to affect the human sensory capabilities.

According to Havelock (1979), unidirectional and interactive channels offer advantages and disadvantages. The main advantages in using one-way, relatively impersonal transmittal channels are the ease of packaging and the ease of transmitting such messages to large audiences. Havelock favored the unidirectional diffusion of knowledge "when the message is not likely to elicit audience resistance; and when diffusion objectives focus only upon making the receiver aware of an innovation or arousing his interest" (p. 2-16). It is implicit in Havelock's statement that unidirectional diffusion channels are not adequate for accomplishing diffusion objectives which include thorough receiver understanding or utilization.

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Summary

The foregoing literature review has shown that a systematically designed promotional message that impacts the receiver and leads to possible behavior change includes such variables as: the information about the source, content factors, the needs of the receiver, the values of the receiver, introduction of opposing arguments, stating versus not stating the conclusion, the extremity of position advocated, emotional appeal, being unidirectional and interactive, and being sequential and repetitive. The application of the variables related to content on the structure of the message used in this study is discussed in the following chapter.
CHAPTER III

DESIGN OF THE STUDY

Teachers in Michigan generally do not fully utilize the services of the Regional Education Media Centers (REMCs) (Appendix C). As a result, this study was designed to assess the impact of a systematically designed promotional message on the use of REMC services by teachers who had previously been nonrequesters. The independent variable was the systematically designed promotional message. The dependent variables were the instances of teachers' requests for REMC services and the number of media items requested.

The following hypotheses were studied:

1. There will be a difference in the proportion of teachers requesting REMC media services between the experimental and control groups as a result of the use of a systematically designed promotional message.

2. There will be a difference in the mean number of media items requested by users between the experimental and control groups as a result of the use of a systematically designed promotional message.

Design of Treatment

The independent variable in this field study is the use of a systematically designed promotional message. The design of this promotional message was based on two considerations. First, the
relevance of theoretical principles of message design discussed in Chapter II was considered. Second, the relevant principles were evaluated to determine the practicality of their use in a field setting. Thus, the selection of the principles used in the design of the treatment was based on their ability to meet both criteria. As a result, some seemingly theoretically relevant principles were excluded from the design of the treatment. The premise was that the more practical the design of the message, the greater the probability that REMC leaders will consider the adoption of the treatment.

In the discussion which follows, the reader will be introduced to the theoretical principles used in the design of the promotional message, the reason for their selection, and the examples of their application. The following categories will be used to organize the discussion:

A. Message content
   1. Receiver characteristics
   2. Source characteristics

B. Message structure

C. Message channel

Message Content

Receiver characteristics. The receiver is not an empty vessel into which the source pours the information. The following were considered in designing the promotional message.

The message designer's first problem is to gain and hold the attention of the receiver. The following principles related to
enhancing the attention given by the receiver were considered:

1. Specifically, attention is drawn to what is novel, to whatever stands out in contrast to immediate past experience or lifelong experiences.

2. Attention is drawn and held by complexity, providing the complexity does not exceed the perceiver's cognitive activities.

3. People direct their attention where they will, i.e., where their interests, experiences, and needs suggest.

4. The more familiar the message is to its audience, the more readily it is perceived (Fleming & Levie, 1978, pp. 22; 23; 56).

The promotional messages designed as the treatment variable in this study (Appendices I, J, and K) were constructed to embody these principles.

The colors used were selected for their value in providing visibility and contrast to other printed materials in the teaching-learning environment. The colors yellow, red, and green were chosen for their visibility, preference by adults, and their conventional significance in everyday life (Fleming & Levie, 1978, p. 31). The color taken together with the variation in type style, type size, and illustrations were intended to provide novelty to which the receiver would react favorably.

The somewhat random organization of the printed verbal and nonverbal elements of the message was intended to provide a degree of complexity that would invite the receiver to become cognitively involved in organizing the message content. It is difficult to judge whether or not the complexity of the message exceeds the receiver's
capability. However, based on the complexity of the media advertising to which adults are exposed, it is assumed that these messages are not overly complex.

The themes selected for the three promotional messages—ease of use, breaking the monotony, and ability to use current material—were selected based on the teachers’ interest in meeting classroom problems and creating a more viable learning environment. People do direct their attention where their interests, experiences, and needs suggest they should. The themes used were selected based on the interests, experiences, and needs of teachers in public and private school classrooms.

Familiarity in a message is an important variable in perception. In the promotional messages designed for this study the repetition provided by the consistent use of the REMC logo, the graphics depicting audiovisual equipment, and the line and pattern used in design were intended to provide a sense of familiarity between the receiver and the messages.

A persuasion technique that works well for some individuals will have no effect on others. Readiness to adopt an innovation is related to a variety of demographic personality characteristics. Receivers are influenced by the attitudes of the groups to which they belong (Fleming & Levie, 1978). The promotional messages, designed as the treatment variable in this study, were constructed to embody the above principle through the use of testimonials from peers of the receiver group.
Source characteristics. The perception held by the receiver toward the source of the communication is an essential variable in the receiver's acceptance of the message. The literature dealing with the receiver's perception of source characteristics is based on studies in social psychology. These studies have mostly examined three categories of source characteristics which are credibility of message source, attractiveness of message source, and the nature of the source-receiver relationship (Fleming & Levie, 1978, p. 199). For the purpose of this study, only the first two categories were considered relevant to the design of the promotional messages and, therefore, are discussed in detail.

In the promotional messages designed as the treatment variable in this study (Appendices I, J, and K), the source is identified as the REMC. Characteristics which contribute to the perception of high source credibility in messages are the expertise and trustworthiness. In the treatment designed for this study, the identification of the REMC director as a former classroom teacher, and the testimonials, stating the importance of media materials in instruction obtained from teachers were intended to communicate both expertise and trustworthiness. In addition to establish the perception of trustworthiness of the source in the mind of the teachers, statements were included in the treatment to communicate the willingness of the source to receive requests, answer questions, and indicate sensitivity to the teacher's needs. Examples of the statements used are: Have a question? Call us in Berrien Springs; all materials are free to use and may be previewed in your own school;
REMC collections are previewed, recommended, and selected by area teachers and media specialists.

With respect to source attractiveness, the identification of the REMC director as a former teacher was intended to establish a commonality of values and beliefs regarding teaching with which the teacher could identify. Also, in this regard, the themes of the promotional messages, Plug Into Media, Teachers Need Stimulation Too, and To The Organized Teacher, were selected to establish a congruence between the basic belief and values held by teachers with those of the source. As a part of the treatment each teacher received individually addressed letters describing each message theme (Appendices L, M, and N). These letters were also intended to promote the receiver's perception of similarity in their values and beliefs and those of the source.

Message Structure

"How to say it" is as important as "What to say." Principles relating to sequence and repetition in message structure for enhancing receiver understanding are described in this section.

Sequencing of information in the treatment was designed to present positive consequences for receiver behavior first. This was accomplished by presenting information related to the REMC services that contribute to enhancing the learning environment by breaking the monotony, using up-to-date media materials, and the availability of motivating and stimulating materials.
Repetition of information aids in retention. Themes of the availability of services and their usefulness in classroom teaching are repeated in all three messages. Repetition is also provided to promote source identification through the consistent use of the REMC logo, graphics depicting audiovisual equipment, and the line pattern used in design was included to provide consistency and familiarity between the receiver and the message.

**Message Channel**

Channel refers to the type of stimulus transmission used in communicating the message. For the purpose of this study the choice was limited to unidirectional versus interactive channels of communication.

One-way (unidirectional) communication has the advantages of ease of packaging and the ability to communicate with large audiences in an economic way.

Interactive, or face-to-face communication, has advantages in accomplishing diffusion objectives which induce thorough receiver understanding and utilization (Havelock, 1979). However, face-to-face communication to persuade teachers in the use of media materials from the REMC is neither feasible nor practical due to the size of the population. Therefore, the unidirectional channel was selected for this study.

This field study is designed to provide data pertaining to the impact of a systematically designed promotional message on teachers who have not requested REMC services over the previous 2 years. The
data will assist the REMC directors in developing a systematic approach to communication that will result in an increased level of acceptance of REMCs by the teachers.

Procedures

Selection of Population

A Service Utilization Survey was conducted in February 1981 of all the Michigan REMCs (Appendix B). This Service Utilization Survey was designed to gather data concerning the following:

1. Number of teachers who had never used REMC services.
2. Number of teachers who had used services one to two times.
3. Number of teachers who had used services three to four times.
4. Number of teachers who had used services five times.
5. Number of teachers who had used services over five times.

Data were gathered in March 1981 and again in September 1981. Based on these data, teachers who had not used the REMC services in a year were categorized as nonusers of REMC services. Of the REMCs responding to the survey, REMC XI was selected as the target REMC of this study because of the availability of dependable data, the director's assistance, and the teacher population which represented urban, suburban, and rural schools as well as public and nonpublic school districts at all levels.

The REMC XI is comprised of three intermediate school districts: Berrien County, Lewis Cass County, and Van Buren County, located in
the southwest corner of Michigan. This REMC presently serves 54 public and nonpublic school districts with 48,744 students and 3,271 teachers. The data from the Service Utilization Survey indicated teacher usage as shown in Table 1.

Table 1

<table>
<thead>
<tr>
<th>No. of times REMC services used</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td>1,751</td>
</tr>
<tr>
<td>1-2 times</td>
<td>117</td>
</tr>
<tr>
<td>3-4 times</td>
<td>72</td>
</tr>
<tr>
<td>5 times</td>
<td>58</td>
</tr>
<tr>
<td>Over 5 times</td>
<td>1,273</td>
</tr>
</tbody>
</table>

According to data shown in Table 1, 1,751 teachers had not used REMC XI services in the 2 years prior to the survey. This represents 53.53% of the total eligible teacher population of 3,271. These teachers for the purpose of this study were categorized as nonusers of REMC media services and were selected as the target population.

From the 1,751 nonusers of REMC services, a sample of 320 teachers was systematically selected according to procedures suggested by Krejcie and Morgan (1970). The teachers in the sample had not requested media services from the REMC over the previous 2 years.
This population of 320 teachers was randomly divided into an experimental group and a control group.

The REMC questionnaire (Appendix F) was designed and administered to collect information on general characteristics of the population sample such as sex, education, teaching experience, subjects taught, receipt of the REMC newsletter, *Corner Post* (Appendix D), etc. This questionnaire was sent to all teachers in the sample with a cover letter describing the purpose of the study (Appendix E). The REMC XI delivery van was used to deliver this mailing (Appendices E and F) addressed to teachers in the sample. Teachers who did not respond to the first mailing were sent a second copy of the questionnaire and cover letter along with it (Appendix G). The completed questionnaires were returned via REMC XI delivery van services.

**Treatment**

The treatment involved the institution of a systematically designed promotional message to the experimental group which constituted the nonrequesters of REMC media services. The experimental group received the treatment-promotional message three times with an interval of 2 weeks. The control group did not receive any communication from the REMC or the researcher during the 6 weeks of the experiment.

The treatment was administered to the experimental group from October 15 to November 30, 1981. Each package was addressed to the teacher at his/her school address and delivered through the REMC XI
delivery van. It was the standard approach during all communications to the sample population. The researcher's address was marked on each envelope in the top left corner. This method of treatment dissemination was used due to economy, efficiency, and timely delivery. Due to delivery schedules and different routes, 2 days were needed to deliver the packages to all teachers in the experimental group.

On October 15, 1981, the first treatment was administered to all subjects in the experimental group and the package included:

1. A systematically designed promotional message printed on yellow colored heavy paper (Appendix I).

2. An individually addressed letter from the REMC XI director explaining the services (Appendix L).

3. A special memo from the researcher to the classroom teacher stating the ordering procedures and that order cards were enclosed for requesting media materials (Appendix O).

4. A sample of "how to order" media materials and complete booking cards (Appendix P).

5. A set of five booking cards for requesting at least five items from REMC XI and one main card for reordering more booking cards. Each card had the identification number of the receiver so that information could be retrieved properly.

On October 29, 1981, the second treatment package containing the following items was prepared and sent to all teachers in the experimental group via the REMC XI delivery van:
1. A systematically designed promotional message printed on red colored heavy paper (Appendix J).

2. An individually addressed letter from the REMC XI director explaining the value of services (Appendix M).

3. A special memo from the researcher to the classroom teacher stating the ordering procedures and that order cards were enclosed for requesting media materials (Appendix O).

4. A sample of "how to order" media materials and complete booking cards (Appendix P).

5. A set of five booking cards for requesting at least five media items.

On November 12, 1981, the third and final treatment material packages were prepared and sent to all teachers in the experimental group via the REMC XI delivery van. Each treatment package contained as follows:

1. A systematically designed promotional message printed on green colored heavy paper (Appendix K).

2. An individually addressed letter from the REMC XI director explaining the proper utilization steps in the use of media materials (Appendix N).

3. A special memo from the researcher to the classroom teacher stating the ordering procedures and that order cards were enclosed for requesting media materials (Appendix O).

4. A sample of "how to order" media materials and complete booking cards (Appendix P).
5. A set of five booking cards for requesting at least five media items.

Data Gathering

The data on all media requests from October 19 to November 30, 1981, were compiled for the experimental group and the control group in the booking department of REMC XI. The compilation showed the number of media bookings for each teacher in the sample population.

Data Analysis

The data were analyzed to determine the affect of the treatment on the following two dependent variables:

1. The difference in the proportionate number of teachers in the experimental and control groups who had requested media items during the period of study was compared.

2. The difference in the mean number of items requested by users (teachers) in the experimental and control groups during the period of study was compared.

Summary

This field study was designed to study the impact of a systematically designed promotional message on nonrequesters of REMC media services in the REMC XI. A sample of nonrequesters was systematically selected and randomly divided into two equal groups--experimental and control. Experimental group was administered treatment for 6 weeks and data describing the dependent variables
were collected. The results of this study are described in Chapter IV.
CHAPTER IV

RESULTS

The problem of underutilization of REMC media services by teachers was identified and reviewed in the previous chapters. The principles of message design as summarized by Fleming and Levie (1978) were reviewed and a systematically designed promotional message to impact the nonrequesters of REMC media services was developed. Before initiating the treatment, a comparative survey of the sample population was conducted using a questionnaire (Appendix F). The population of teachers involved in the study was randomly divided to form an experimental and control group. The study was conducted from October 15, 1981, through December 2, 1981. The purpose of this study was to provide data describing the impact of a systematically designed promotional message (Appendices I, J, and K) on promoting requests for REMC services from teachers who had not requested such media services in the past.

In this chapter results of the study will be presented. First, the results of the comparative study of the experimental and control groups in the sample population is presented. This is followed by a reporting of the effect of the treatment on increasing the number of teachers requesting REMC services and number of items requested by those teachers. Finally, the results of a post hoc analysis of the data is reported.

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General Overview of the Sample Population as Indicated by the Pre-experimental Survey

The questionnaire (Appendix F) was designed to explore general characteristics of the sample population to see if there were any differences between the teachers who were randomly assigned to the experimental and control groups.

The survey was sent to all teachers in the sample population (320) on September 18, 1981, to be returned by October 2, 1981. By October 2, 1981, only 175 surveys had been returned. A reminder was sent to all nonresponding teachers in the total sample population (Appendix G). An additional 20 questionnaires were received as a result of the reminder. Due to teacher transfers, retirements, and resignations, the total size of the sample dropped from 320 to 294. From the decreased samples, 190 usable responses were received. A description of the returns is shown in Table 2:

<table>
<thead>
<tr>
<th>No. in each group</th>
<th>Initial</th>
<th>Final</th>
<th>Returns by Oct. 2, 1981</th>
<th>Returns after reminder</th>
<th>Total usable returns</th>
<th>Total usable returns</th>
<th>% of total usable returns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong></td>
<td>160</td>
<td>153</td>
<td>89</td>
<td>12</td>
<td>98</td>
<td></td>
<td>64.0%</td>
</tr>
<tr>
<td><strong>Control group</strong></td>
<td>160</td>
<td>141</td>
<td>86</td>
<td>8</td>
<td>92</td>
<td></td>
<td>65.2%</td>
</tr>
</tbody>
</table>

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The 190 usable questionnaire returns represent 64.6% of the total possible returns which provide the basis for reporting and analysis.

The purpose of the survey was to compare the two groups to insure that there were no differences in their background that would effect media use. Kelley (1960) and Lasher (1972) refer to various background factors which they found significantly influenced teachers' use of media in the classroom. Some of these characteristics include sex, age, teaching experience, formal education, course work in audiovisual media, subjects or grades taught, ease of ordering, mechanical ability, fellow teacher use of media materials, etc. Such characteristics to ascertain the similarity of background of sample population were included in the questionnaire (Appendix F). The responses to these variables were recorded for the experimental and control groups (Appendix G). From the results, the groups were not to be considered different on any of these variables from the previous research on use of media.

Data Analysis

The treatment, consisting of three promotional messages, was instituted on October 15, October 28, and November 12, respectively, and ending on November 30, 1981. The independent variable, the systematically designed promotional message, was sent to the experimental group three times in 6 weeks. Data describing the dependent variables, the number of teachers requesting media items and the number of media items requested by the users, were gathered.
on December 2, 1981. The result of this treatment is reported for the two hypotheses studied.

The first hypothesis relating the treatment to the increase in the number of teachers requesting REMC services is stated below:

There will be a difference in the proportion of teachers requesting REMC media services in the experimental and control groups as a result of the use of a systematically designed promotional message.

The data collected from the REMC XI booking files on December 2, 1981, showed that 12 of the nonrequesters in the experimental group and three of the nonrequesters in the control group had initiated requests for media services. Table 3 describes a comparison of the requests received from teachers in the experimental and control groups. It is obvious from this table that 7.8% of the teachers in the experimental group have initiated their requests for media items which is about a four-to-one increase in the number of requests as compared with the teachers in the control group. None of the teachers in the sample population had requested media items from the REMC in the previous 2 years.

The Chi-Square Test for Two Independent Samples (Siegel, 1956) is not applicable due to the small number of users. For goodness-of-fit test, when there are only two categories, the generally accepted rule is that each expected frequency should be five or greater. In this case, the frequencies are 12 and three, which does not lend to the use of the chi-square test. Consequently, the first hypothesis cannot be either supported or rejected. Therefore, only the raw data are presented for observation. Based on such
observation, there is some indication that the treatment may have had an effect in promoting the use of REMC services by teachers who were previously nonrequesters. Although the numbers were small, there were four times as many nonusers in the experimental group requesting services as there were nonusers in the control group requesting services.

Table 3
Comparison in Number of Teachers Requesting Media Services from October 2 to November 30, 1981

<table>
<thead>
<tr>
<th>Group</th>
<th>No. in each group</th>
<th>Treatment</th>
<th>No. of teachers requesting for media services</th>
<th>% of teachers requesting for media services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>153</td>
<td>Promotional message</td>
<td>12</td>
<td>7.8%</td>
</tr>
<tr>
<td>Control</td>
<td>141</td>
<td>No treatment</td>
<td>3</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

The second hypothesis relating the treatment to the increase in the number of media items requested from the REMC is stated below:

There will be a difference in the mean number of media items requested by users in the experimental and control groups as a result of the use of a systematically designed promotional message.

The data collected from the REMC XI booking files on December 2, 1981, indicated that 47 media items were requested by 12 teachers in the experimental group which was treated with systematically designed promotional messages over a period of 6 weeks. Ten media
items were requested by three teachers in the control group which
was not given any treatment over the same period. Table 4 describes
a comparison of the media items requested by teachers in the sample
population.

Table 4
Comparison in Number of Requests for Media Items
by Teachers Till December 2, 1981

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of teachers requesting media items</th>
<th>Treatment</th>
<th>No. of media items requested</th>
<th>Mean no. of media items per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>12</td>
<td>Promotional message</td>
<td>47</td>
<td>3.9</td>
</tr>
<tr>
<td>Control</td>
<td>3</td>
<td>No treatment</td>
<td>10</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Due to the small numbers statistical analysis was not possible.
Consequently, the second hypothesis cannot be supported or rejected.
Therefore, only the raw data are presented for observation. The
mean number of media items requested by users in the experimental
and control groups does not show any appreciable difference. The
mean number of media items requested per teacher in the experimental
group is 3.9 and 3.3 in the control group.

Post Hoc Analysis

While the data gathered for the period from October 15 through
December 2, 1981, suggest a relationship between the use of a
systematically designed promotional message and an increase in the instances of nonrequesters requesting media services, the numbers involved are too small to establish any significance. This researcher reasoned that the time frame allowed for the treatment to work may have been too short. Rogers and Shoemaker (1971) stated that an innovation (a new idea, practice, or instrument) is communicated and accepted over a period of time and that this time period seems to vary widely. Among the characteristics suggested by Rogers and Shoemaker that effect rate of adoption is the compatibility of the innovation with existing practice. In the case of this study, it was reasoned that the opportunities afforded the teachers in the experimental group to request media from the REMC were effected by existing practices related to booking schedules, semester planning activities, etc.

As a result, the decision was made to continue gathering data describing the requests and number of items requested by teachers in the experimental and control groups. This extended data gathering covered the period from December 2, 1981, through March 31, 1982. March 31, 1982, was selected as the cut-off date based on a review of REMC booking records. This review indicated that almost all requests for media materials have been made by that time.

As a part of this post hoc analysis, this researcher had intended to continue the treatment through the extended termination date of March 31, 1982. However, as a result of resistance met in the REMC XI Advisory Council, the plan to continue the treatment was dropped. This resistance did not preclude the continued gathering
of booking department data. Consequently, records of the REMC XI booking department were reexamined for trends shown after the treatment of the experimental group. These data are the basis for the discussion which follows.

The data describing the requesting behavior of nonrequesters (teachers) in the experimental and control groups for the period from October 15, 1981, through March 31, 1982, are shown in Table 5.

Table 5
Comparison in Numbers of Teachers Requesting for Media Services—October 15, 1981 Through March 31, 1982

<table>
<thead>
<tr>
<th>Group</th>
<th>No. in each group</th>
<th>Treatment 10/15/81 through 11/12/81</th>
<th>No. of teachers requesting media items</th>
<th>% of teachers requesting media items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>153</td>
<td>Promotional message</td>
<td>35</td>
<td>22.9%</td>
</tr>
<tr>
<td>Control</td>
<td>141</td>
<td>No treatment</td>
<td>22</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

The data do not lend themselves to statistical analysis due to insufficiency of numbers. The comparison of percentage of teachers requesting media items is 1.5 times more for the experimental group than the control group. This ratio is down from the 4:1 difference noted in the two groups during the time of the original study. It is not possible to determine the cause of this leveling effect; however, it could be related to the removal of the recency of treatment factor. Should this be the case, it would underscore the necessity
of continuing treatment to the point of internalization by the teachers in the target population.

The data collected from October 15, 1981, through March 31, 1982, showing the number of media items requested by teachers during the above period are shown in Table 6.

Table 6

Comparison in Number of Media Items Requested by Teachers—October 15, 1981 Through March 31, 1982

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of teachers requesting media items</th>
<th>Treatment 10/15/81 through 11/12/81</th>
<th>No. of media items requested by teachers</th>
<th>Mean no. of media items per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>35</td>
<td>Promotional message</td>
<td>493</td>
<td>14.1</td>
</tr>
<tr>
<td>Control</td>
<td>22</td>
<td>No treatment</td>
<td>157</td>
<td>7.1</td>
</tr>
</tbody>
</table>

The mean number of media items requested by teachers as derived from the comparison of raw data are about twice in the experimental group as compared to the control group. This ratio is approximately double that found during the initial study period. Again, the reason for this change cannot be definitively identified. However, these data show a more distinct trend in favor of the teachers who had received the promotional message.
Summary

The hypotheses in this study were neither accepted nor rejected due to the insufficiency of the data collected. During the initial period of the study there was about a four-to-one increase in the number of requesters (teachers) for media services in the experimental group as compared to the number of requesters in the control group. However, data gathered over the extended period December 1981 through March 1982 showed a leveling off of the difference in the proportion of requesters from the experimental and control groups. With regard to the mean number of items requested by teachers in the experimental group and control group a reverse trend was observed. During the initial period of the study there was virtually no difference in the mean number of items requested by users in the experimental and control groups, 3.9 and 3.3, respectively. However, through the extended period of data gathering the difference in the mean number of items requested increased to a 2:1 ratio in favor of the experimental group.
CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This chapter presents a discussion of the study and its findings. The discussion is organized in the following sections: (a) review of the problem and procedures, (b) explanation of findings, (c) implications of findings for the REMCs, and (d) recommendations for further study.

Review of the Problem and Procedures

The purpose of this study was to examine the effect of a systematically developed and implemented promotional campaign on the request rate for REMC services by nonrequesters. In order to maximize the benefits derived from the use of media in the classroom in Michigan it is necessary to increase the number of teachers who subscribed to the services offered by the 22 Regional Educational Media Centers, commonly known as the REMCs. Presently, no systematic approach is used by the REMCs to reach teachers who are not requesting and using media services.

In order to select a sample population for this study, a survey of all the 22 REMCs was conducted. Based on the returns and available data, REMC XI was selected. The availability of dependable data, director's assistance, and a teacher population representing urban, suburban, rural, public, and private schools were the major factors in selecting REMC XI for this field study.
Teachers in REMC XI who had not requested media service during the 2 years prior to the study were identified. From this population a sample of teachers was randomly selected. These teachers were randomly assigned equally to the experimental and control groups needed for the study. Using a survey it was confirmed that the teachers in the two groups were characteristically similar on the following variables: sex, age, teaching experience, formal education, course work in audiovisual media, mechanical ability, etc.

The independent variable in this field study was a systematically designed promotional message sent to all teachers biweekly in the experimental group for 6 weeks. The design of the promotional message was achieved using theoretical principles of message design which would be practical to use in repeating treatment in a larger field setting. These principles included: the message content describing the receiver and source characteristics, message structure, and message channel. Each promotional message included an individually addressed cover letter from the director, REMC XI, explaining the services, a special memo from the researcher to the classroom teacher stating the ordering procedures, a sample of "how to order" the materials sheet, and a set of five booking cards for requesting services from the REMC. The packages were individually addressed at the school address and delivered through the REMC XI delivery van.

The dependent variables were the instances of teachers' requests for media services and the number of items requested.
Findings

This section will present an explanation of findings presented in Chapter IV. These explanations are organized according to the dependent variables. The dependent variables were (a) the instances of increase in the number of requesters for the REMC services, and (b) the increase in the mean number of media items requested by users.

The REMC XI booking department kept records of all teachers requesting media services from the date of beginning on October 15, 1981. On December 2, 1981, the up-to-date recorded information on the sample population—requesters and media requests—was retrieved from the REMC XI computer files and printed.

Increase in Requesters of REMC Services

Due to an insufficient number of responses to the treatment, the data could not be statistically analyzed. Therefore, the first hypothesis was neither accepted nor rejected.

The raw data revealed that there was a four-to-one increase in the number of requesters (teachers) for the media services in the experimental group as compared with the control group which was not given any treatment.

In an attempt to gain further understanding of the data a post hoc analysis was conducted to observe whether a longer time period would effect the results. This period was from October 15, 1981, through March 31, 1982. The data gathered showed a leveling effect.
in the proportional difference of requests between the teachers in the experimental and control groups (see Tables 3 and 5).

**Increase in the Number of Requests for REMC Services**

Like Hypothesis 1, the second hypothesis could not be accepted or rejected based on any statistical analysis. The raw data gathered showed virtually no difference in the mean number of items requested by users in the experimental and control groups.

However, a post hoc analysis conducted from October 15, 1981, to March 31, 1982, revealed an almost 2:1 difference in the mean number of items requested by users in the experimental and control groups, respectively. The comparison of the data can be seen in Tables 4 and 6.

**Implications of Findings for the REMCs**

The results of this study were inconclusive that a systematically designed promotional message would increase the instances in the number of requesters and requests for the media services from the REMC. The data gathered during the treatment period were insufficient to testing the hypotheses. A post hoc analysis by using the cumulative data collected over a longer period of time was not significant but revealed trends in media use favoring the teachers included in the experimental group. The field study was worth the effort and time for a systematic planning to increase the use of media services by the teachers in the REMC region.
From a cost-effective approach, this study has indicated that the cost of a systematically designed promotional message developed to increase the use of REMC services is nominal but its pay-offs are substantial for the teaching-learning process. When the number of teachers using REMC media services increases, the 48,744 students who benefit from the mediated instruction increases at least 25 to 30 times, depending on the size of the classes which come in contact with each teacher.

For the length of time needed for the effect on teachers, Mort (1946) found that the average school "lags 25 years behind the best practice." The REMC directors could develop annual and long-range plans and segment the nonrequesting teacher population for an appropriate treatment of a systematically designed promotional message for increasing the use of media services. It is an inexpensive method of persuading teachers in accepting mediated instruction which could benefit 48,744 students over 20 to 30 times, depending on the size of the classes. It needs a well thought out plan with a systematic approach to accomplish the short- and long-range REMC service objectives of approaching a large majority of nonrequesting teachers for the use of media items.

Areas for Further Study

The post hoc analysis conducted in the completion of this field study reveals the trends in the use of media favoring the teachers in the experimental group. This group was treated with a planned and systematically designed promotional message for a period of
6 weeks. The questions resulting from the response data suggest further studies and are stated below:

1. Can the REMCs clearly identify teachers who have not requested REMC services and also have not used the REMC materials requested by other teachers in the school?

2. Would stronger treatments over a longer period of time show a significant difference in the dependent variables?

The REMC directors should look into the process of identifying the nonusers of services with the active cooperation and help of the advisory council members from each school district. The present system of record-keeping at the REMCs does not clearly identify the actual number of REMC material users. The REMC records now show the requesters and nonrequesters from each school district and presume that the requester is the only user of REMC materials. The present booking system needs to include the total number of users involved with each booking of REMC media materials. This information could help in identifying teachers in schools who have neither requested nor used REMC materials in their teaching. These teachers could be contacted for further study as nonrequesters and nonusers of REMC services.

The systematically developed promotional message based on principles of message design summarized by Fleming and Levie (1978) should be used. The treatment should be given for a longer period of time, according to the short-range and long-range objectives of the REMC. The longer period of treatment may indicate a significant difference in the dependent variables—the number of teachers requesting for services and the number of media items requested.
Appendix A

Michigan's Regional Educational Media Centers (REMCs)
Michigan's Regional Educational Media Centers (REMCs) were conceptualized by legislative action in 1970 with the passage of Public Act 55. The public act defined the term "educational media centers," listed some of the basic educational services the centers could offer, ordered the State Board of Education and State Superintendent of Public Instruction to develop criteria for the centers, and allowed intermediate school districts to cooperate with each other in operating a REMC to serve school districts in their respective areas.

In Michigan, the history of area-wide programs begins with the first cooperative instructional material center in Saginaw established in 1947. Other early programs were in Detroit, Kalamazoo, and Grand Rapids. Currently, the REMCs operate under guidelines, criteria adopted on December 7, 1976, and rules adopted for the REMCs by the Michigan State Board of Education on February 12, 1981.

There are 22 REMCs that include all local and intermediate school districts in Michigan within their boundaries. Three REMCs are in the Upper Peninsula and 19 REMCs are in the Lower Peninsula. Because the density of the population varies, REMCs differ in geographic size and student enrollment. Four REMCs have one intermediate school district within their boundaries; seven REMCs have two intermediate school districts within their boundaries; eight REMCs have three; one REMC has four; one has five; and one has seven. Student enrollment in the REMCs ranged from 9,800 to more than 492,500 students in 1980-81.
Current funding for the REMCs is provided by a combination of federal, state, and local fees, funds, and assessments. Federal money to the REMCs is made available under ESEA Title IV-B. Local assessments and funds come from either the intermediate and/or local school districts. The state allocates to the REMCs monies appropriated under Section 83 of the State Education Aid Act.

The Policies and Criteria for Regional Educational Media Centers require that each REMC have a board, an advisory council, and a full-time director. The REMC board is to be chosen locally to determine the policies, structure, and service areas of primary and auxiliary centers. Each REMC has an advisory council appointed by the REMC board, and it is the mechanism used to guarantee an efficient and effective form of communication between the REMC board and the constituent schools to be served. The advisory council is to be comprised of a representative group from the public school districts and nonpublic schools in the service area. All intermediate school districts are to have a representative on the council.

**Staffing of Regional Educational Media Centers**

Each REMC has a full-time director who is responsible for the administration of the program. According to the rules governing the Regional Educational Media Centers, the director should have at least a Master's degree, with course work in media, educational administration, program development, and leadership in implementing educational programs. The other qualifications which the REMC director may be
required to possess are as follows:

1. Three years of successful K-12 teaching experience.
2. Possession of a valid Michigan teaching certificate.
3. Knowledge of current developments and trends in media, technology, and curriculum fields.

The number of other staff personnel required in the operation of a REMC program depends on the size and extent of services offered to the constituent school districts. Most REMCs have librarians/media specialists, A.V. technicians, graphic artists, and other support personnel on their staff. The qualifications, experience, and number of support personnel also depends on the services needed and requested by the constituent schools in each REMC service area.
MICHIGAN
REGIONAL EDUCATIONAL MEDIA CENTERS

[Map of Michigan with regions numbered 1 to 22, with region 11 highlighted in hatching.]
Appendix B

Questionnaire on Teacher Usage of REMC Services
QUESTIONNAIRE ON TEACHER USAGE OF REMC SERVICES
February 25, 1981

1. REMC #________
2. REMC Satellite_____________________

3. Total number of teachers eligible for REMC services in 1979-80_________.

4. What is the frequency of use of REMC services as related to the number of teachers in 1979-80? Frequency means the number of times a person requests services, irrespective of the amount of items/services requested.

<table>
<thead>
<tr>
<th>No. of teachers</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Twice or Less</td>
</tr>
<tr>
<td></td>
<td>Five Times</td>
</tr>
<tr>
<td></td>
<td>More Than Five Times</td>
</tr>
</tbody>
</table>

5. Could you provide name and address of teachers who have not used REMC services in 1979-80?
   __________ Yes  __________ No

6. Please write the numbers of REMC information item in the blanks against the information item receivers and frequency of items delivered.

   INFORMATION ITEMS:
a. One page leaflet  
b. REMC newsletter  
c. Small brochure  
d. Sound slide program  
e. Audio cassette player  
f. Video program  
g. Information bulletin

   ITEMS RECEIVED INFORMATION RECEIVED FREQUENCY OF DISSEMINATION
   INFORMATION RECEIVER  Biweekly  Monthly  Bimonthly  Quarterly
   SAMPLE: a,c,f  Superintendent  X  X  
   Teacher  
   Advisory Council Member  
   Building Principal  
   Curriculum Coordinator  
   Superintendent  

   PLEASE SEND ME ONE SAMPLE OF EACH OF THE DISSEMINATED ITEMS.

7. Who received REMC media services catalog in your service area in 1979-80? Please complete the appropriate blank/s.
   _______ Each Teacher  _______ Each Advisory Council Member
   _______ Each Building Principal  _______ Each Media Specialist/Librarian

continued on back
QUESTIONNAIRE (con't)
Page Two

8. Do you send REMC service information materials to the following for distribution?
   ____ Advisory Council Member OR
   ____ Building Principal OR
   ____ Directly to the teacher

9. Do you follow up after the dissemination of REMC services information?
   ____ Yes  ____ No

10. Please provide any other information on REMC information materials and processes which promote the REMC services in the region.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Thank you for your cooperation and prompt assistance in looking at the future of REMC services.

Please return it to the following address before March 12, 1981.

   Jaswant Singh
   Director, REMC 1
   600 Hecla Street
   Hancock, MI 49930
Appendix C

Compilations of Questionnaire on Teacher Usage of REMC Services
Table 7

Questionnaire Compilation

<table>
<thead>
<tr>
<th>REMC/Satellite*</th>
<th>1979-80 total no. of teachers</th>
<th>Frequency of media requests</th>
<th>List available</th>
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<tr>
<td></td>
<td></td>
<td>0</td>
<td>1-2</td>
</tr>
<tr>
<td>REMC 2--Charlevoix*</td>
<td>591</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>REMC 3</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>REMC 5--Clare-Gladwin*</td>
<td>2,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>REMC 6</td>
<td>2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REMC 8</td>
<td>5,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>REMC 9</td>
<td>3,000</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>REMC 10</td>
<td>2,036</td>
<td>612</td>
<td>204</td>
</tr>
<tr>
<td>REMC 11</td>
<td>3,271</td>
<td>1,751</td>
<td>117</td>
</tr>
<tr>
<td>REMC 12--Calhoun ISD*</td>
<td>2,000</td>
<td>675</td>
<td>100</td>
</tr>
<tr>
<td>REMC 13</td>
<td>3,000</td>
<td>61%</td>
<td>1.17%</td>
</tr>
<tr>
<td>REMC 15</td>
<td>2,500+</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>REMC 18</td>
<td>15,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Claire*</td>
<td>1,650</td>
<td>600</td>
<td>200</td>
</tr>
<tr>
<td>REMC 20--Highland Park*</td>
<td>10,000</td>
<td>9,000</td>
<td>500</td>
</tr>
<tr>
<td>REMC 22</td>
<td>600</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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BERRIEN COUNTY INTERMEDIATE SCHOOL DISTRICT
August, 1981

WELCOME BACK

It hardly seems possible that summer is almost behind us already and we are about to begin another school year.

We trust you had a relaxing and enjoyable summer, and we look forward to serving you during the 1981-82 school year.

ESTAR/PHOTOGARD FILMS

Technological advances have recently allowed the REMC to go in a new direction for 16mm films. We are now purchasing Estar base films instead of Traco base film. What that means is that the film is more durable. It does not tear or break as often. Then another technological breakthrough was added by having each new film "photogared." Photogarding a film protects it from easy scratches thus reducing potential film damage in a second way.

I do not expect these steps to eliminate damage, but the indications are that it will help reduce the damage significantly.

Please understand that this does not mean that our total collection is now on estar base or photogarded. We are just beginning to add new materials with these two changes and we thought you might like to know. You may or may not notice that the film runs through the projector more quietly. But perhaps you will only notice as time allows us to buy films that survive heavy use. Please don't be fooled—we still need you to use good projectionist techniques. With your help we will all be happier with the condition of our collection.

RESOURCES AVAILABLE

Some non-governmental agencies are concerned about the stresses young people are experiencing because their parent(s) drink(s) alcohol excessively. If you would like more information you may contact the "Care Unit", out of Grand Rapids, at 1-800-632-4556. They have a number of resources available—many, as handouts. So you may want to contact them.

They simply want to help you help your students if they can.

"NUTRITION EDUCATION"

We are quite sure the NET program will be available again during the 1981-82 school year. However, we want you to know also that the boundary lines are being redrawn so that the NET Center will now be serving a greatly expanded region that is expected to cover schools in 13 I.S.O.'s.

===============================================

With our reduced staff we really need your help in keeping our materials flowing. We need you to return the items on time. PLEASE help us.

Thanks.
WORKSHOPS

The REHC will co-sponsor three workshops that will require a commitment from both the local district and the individual. Each will be held at the Berrien County T.S.D. Administrative Center. The schedules were developed to try and keep the release time to a minimum while supporting the individuals. If you are interested in any of these workshops, please contact your Principal and/or Superintendent.

Program 1 - "Junior High School Al-Co-Sol Awareness Workshop" for Junior High School or Health Teachers, Counselors and Administrators will be on September 13, 1981 from 12 noon to 8:00 P.M. The intent is to provide 7th and 8th grade teachers with a complete alcohol awareness module including suggested content, learning activities, methods, materials, and techniques that will assist them in their teaching of alcohol. The evening meal is provided and there is no charge for the workshop. It will be given by the Michigan Department of Education and Auto Club of Michigan.

Program 2 - A "Word Processing" workshop for Administrators and High School Business Teachers will be held on October 13, 1981 from 1:00 P.M. to 5:00 P.M. The intent is to provide an awareness workshop on Word Processing, its capabilities, how it fits into the curriculum and how it works. This workshop is given by the Lanier Electronic Typing Systems. No charge.

Program 3 - The "Reproductive Health and Family Planning" workshop is designed for classroom teachers. Because the state requires a minimum of 20 clock hours of instruction, this program is a sequence. The first and last classes are both held on Fridays from 8:30 to 4:30. The dates are October 23rd and November 13th. The other class sessions will be held on October 27, 29, November 3 and 5 from 6:00 to 8:30 P.M. The intent of this program is to help teachers meet the legal requirements and also feel more informed for teaching the students about reproductive health, family planning and sexually transmitted diseases. This workshop is given by the Health Department and REHC. Total fee is $40.00. Professional Development funds could be used to support this program.

WALK-INS ARE A NO-NO

Due to the staffing cuts we experienced, we are not able to continue "normal" operating procedures for advance orders and welcome a walk-in customer. We, respectfully, alert you that we need at least two hours notice and prefer a days notice before items can be "picked up" or put on the van. Requests should be coming through the Advisory Council Member or Contact Person from your school district.

REMINDER!

Second semester orders will not be accepted until after October 20th.

Please don't send in items trying to beat the system, the computer doesn't even know the calendar exists beyond January 2nd, 1982.

(This should not be viewed as our having any inside information regarding the end of the world.)

*** PHI DELTA KAPPA ***

All materials that were donated by the P.D.K. organization have been deleted from the collection.

All the items from P.P.E. were books.

These were deleted from our collection because of low usage. These titles are probably available from a nearby University library.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

☆ "I FEEL YOU CAN DO BETTER THAN THIS AND I DON'T HAVE LICENSE TO LET YOU DO LESS THAN YOUR BEST."

Lucille Jordan
ASCD President

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Appendix E

REMC Questionnaire Cover Letter
September 18, 1981

Dear Classroom Teacher:

As a graduate student in the Department of Educational Leadership, Western Michigan University and a media professional, I am concerned about the use of media materials by the teachers in Michigan. As a result, I am engaged in a study to examine techniques designed to increase the use of Regional Educational Media Center (REMC) services.

As a part of this research study, I need to collect basic data to describe teachers and their awareness of Regional Educational Media Centers (REMCs). To do this I need your help. Please complete the enclosed questionnaire, place in the enclosed envelope provided, and return it via REMC XI Delivery Van before October 2, 1981.

The information you provide will remain confidential. After your response has been received the follow-up identification number on the questionnaire will be removed to insure anonymity. The sealed envelope containing your questionnaire will be delivered to me by REMC XI.

Teachers need to have available the latest in materials that have the potential to enhance the teaching-learning process. Your assistance in providing data for this study will help in my efforts to study ways of maximizing the use of media and materials in the classroom.

Thank you for your cooperation.

Sincerely,

Jaswant Singh
Graduate Student

Sincerely,

Dr. Kenneth E. Dickie
Professor
Appendix F

Regional Educational Media Center (REMC)
Questionnaire
REGIONAL EDUCATIONAL MEDIA CENTER (REMC)

QUESTIONNAIRE

The number in the upper right hand corner is for follow-up identification purpose only. As questionnaires are returned, the number will be checked off and names and identifying numbers will be destroyed. Your responses on this questionnaire will be held in strict confidence. The number in the upper right hand corner is for follow-up purposes only. As questionnaires are returned that number will be clipped off. Please answer all questions.

For the purpose of this questionnaire, the term media materials is intended to include any or all of the following: motion pictures, audio and video tapes, A.V. kits, and similar software for classroom use.

PLEASE CHECK THE APPROPRIATE RESPONSE

1. Sex:
   □  a. Female □  b. Male

2. Years of Age:
   □  a. Under 25 □  b. 25 to 29 □  c. 30 to 34 □  d. 35 to 39
   □  e. 40 to 44 □  f. 45 to 54 □  g. 55 to 64 □  h. 65 & over

3. Total years teaching experience, including this year:
   □  a. 2 or less □  b. 3 to 5 □  c. 6 to 10
   □  d. 11 to 15 □  e. 16 to 19 □  f. 20 & over

4. Highest degree received:
   □  a. Bachelors □  b. Masters □  c. Masters + 30 hours
   □  d. Doctorate

5. Credit hours in A.V. Media and Library Science courses:
   a. A.V. Media hours __________
   b. Library Science hours __________

6. Check the grade level or subject matter field in which you spend the largest portion of your teaching time. Check one answer only.
   □  a. Kindergarten — Grade 3 □  j. Health and Physical Education
   □  b. Grades 4 — 8 □  k. Home Economics
   □  c. Ungraded □  l. Industrial Arts
   □  d. Special Classes □  m. Mathematics
   □  e. Agriculture □  n. Music
   □  f. Arts □  o. Science
   □  g. Business Education □  p. Social Studies
   □  h. English □  q. Vocational Education
   □  i. Foreign Language □  r. Other (Specify) ______________________

7. Have you received newsletters, catalogs, list of services, etc. from your REMC? □  a. Yes □  b. No

8. Have you ever heard about REMC services from your colleagues? □  a. Yes □  b. No

9. On receiving information from the REMC, did you consider utilizing these services for your classroom? □  a. Yes □  b. No

10. Have you inquired about the REMC services? □  a. Yes □  b. No

11. Do you find the media materials and other services from your REMC facilitate your teaching? □  a. Yes □  b. No

12. Do you find the REMC services essential for your curriculum? □  a. Yes □  b. No

13. Do you need any help in operating A.V. equipment which is used for media materials available from your REMC? □  a. Yes □  b. No

14. Would you demand REMC services from your school if they were withdrawn? □  a. Yes □  b. No

15. Do you share REMC materials which are requested by other teachers from your school? □  a. Yes □  b. No

16. If your answer to the above is yes, please estimate the number of times that you used materials that were requested by other teachers.

   ____________________________________ # of items.

17. Have you observed your colleagues using media materials in their teaching? □  a. Yes □  b. No

18. Do you discuss with your colleagues the use of media materials in teaching? □  a. Yes □  b. No

19. Do you perceive a positive attitude towards the use of media material by your colleagues? □  a. Yes □  b. No

THANK YOU FOR YOUR COOPERATION.
Appendix G

Letter Reminding Receivers of REMC Questionnaire
Dear Classroom Teacher:

On September 18, 1981, I sent you a letter and Regional Educational Media Center (REMC) Questionnaire for your response and return before October 2, 1981. So far I have not received the completed questionnaire from you.

I need your help in collecting basic data for the research study. Please complete the enclosed questionnaire, place in the enclosed envelope provided, and return it via REMC XI delivery van by the end of this week.

The information you provide will remain confidential. After your response has been received the follow-up identification number on the questionnaire will be removed to ensure anonymity. The sealed envelope containing your questionnaire will be delivered to me by REMC XI.

Thank you for your cooperation.

Sincerely,

Jaswant Singh
Graduate Student

Enclosures
Appendix H

REMC Questionnaire Comparisons and Frequency Table
Table 8
REMC Questionnaire Comparisons of Relative Frequencies in Percentages

<table>
<thead>
<tr>
<th>Var. 1. Sex of responders</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>60</td>
<td>48</td>
<td>108</td>
</tr>
<tr>
<td>Males</td>
<td>38</td>
<td>44</td>
<td>82</td>
</tr>
<tr>
<td>Totals</td>
<td>98</td>
<td>92</td>
<td>190</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Var. 2. Age of responders</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25 years</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>25 to 29 years</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>30 to 34 years</td>
<td>21</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>35 to 39 years</td>
<td>18</td>
<td>17</td>
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<tr>
<td>40 to 44 years</td>
<td>15</td>
<td>17</td>
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<td>45 to 54 years</td>
<td>17</td>
<td>15</td>
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<tr>
<td>55 to 64 years</td>
<td>12</td>
<td>6</td>
<td>18</td>
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<tr>
<td>Totals</td>
<td>98</td>
<td>92</td>
<td>190</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Var. 3. Years of teaching experience</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or less years</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>6 to 10 years</td>
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<td>11 to 15 years</td>
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<td>45</td>
</tr>
<tr>
<td>16 to 19 years</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>20 and over</td>
<td>24</td>
<td>18</td>
<td>42</td>
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<tr>
<td>Totals</td>
<td>98</td>
<td>92</td>
<td>190</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Var. 4. Degree of responder</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
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<td>36</td>
<td>78</td>
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<tr>
<td>Master’s</td>
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<td>44</td>
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<tr>
<td>Master’s + 30 hrs.</td>
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<td>Doctorate</td>
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<td>No response</td>
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<tr>
<td>Totals</td>
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<tr>
<td></td>
<td>$N$</td>
<td>$%$</td>
<td>$N$</td>
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<tr>
<td>Var. 5(a). Credit hours in A.V. media</td>
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<tr>
<td>No</td>
<td>56</td>
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<td>Yes</td>
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<td>186</td>
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<tr>
<td>Var. 5(b). Credit hours in library science courses</td>
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<td></td>
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<td>No</td>
<td>80</td>
<td>81.6</td>
<td>81</td>
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<tr>
<td>Yes</td>
<td>9</td>
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<td>No reply</td>
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<td>Totals</td>
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<td>181</td>
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<tr>
<td>Var. 6. Largest portion of your teaching time</td>
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<td></td>
<td></td>
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<td>Kindergarten-Grade 3</td>
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Var. 13. Help needed in operating A.V. equipment

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Var. 14. Demand REMC services in case withdrawn

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Var. 15. Share in requested REMC services

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Var. 16. The number of times using materials

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Valid cases 51
Missing 47

Var. 17. Observing media materials used by your colleagues

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Var. 18. Discuss the use of media materials

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Var. 19. Colleague positive attitude toward media

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Appendix I

First Promotional Message
(Yellow)
Plug into Media!

How EASY can it be?

SIMPLE order forms  
FREE AV service  
FREE delivery

"American History class... films have given clarification and pleasure to students."

Bernard Abendshein  
River Valley  
Middle School,  
Three Oaks

Have you looked up titles in the catalog for your subject areas?

All materials free to use and may be previewed in your own school.

Use the Multi Media Catalog 1979-80. If you don't already have your copy, borrow one from your school library media center.

Send in the booking cards to REMC XI through their delivery van service.

Regional Educational Media Center, (REMC), is a co-operative service funded through Federal, State and local monies. REMC XI's staff is eager to assist you in the use of motion pictures (16 mm films), audio and video tapes, AV materials, film strips, AV kits, etc.

Have a question? Call us in Berrien Springs 471-7725

REMC XI
Appendix J

Second Promotional Message
(Red)
TEACHERS NEED STIMULATION TOO!

Break the Monotony -
- Change your class INFORMATION PATTERNS with MEDIA.
- USE UP-TO-DATE MEDIA MATERIALS.
- Find motivating and stimulating materials in the MEDIA MATERIALS CATALOG.

Media Service made EASY
- All materials are free to use and may be previewed in your own school.
- Send in the booking cards to REMC XI through their delivery van service.
- REMC XI's collections are previewed, recommended and selected by area teachers and media specialists.

EASY to use Order Forms

Regional Educational Media Center, (REMC), is a co-operative service funded through Federal, State and local monies. REMC XI's staff is eager to assist you in the use of motion pictures, (16 mm films), audio and video tapes, AV materials, film strips, AV kits, etc.

REMC XI Have a question? Call us in Berrien Springs 471-7725
Appendix K

Third Promotional Message
(Green)
Without REMC, several curricular areas would be weakened due to lack of materials available at the local level.

Judy A. Fox
Woodside Elementary
Hartford

REMCI is helping to put media materials to work for better teaching. Mediated materials can help you communicate more effectively and efficiently in the classroom. Our service is FREE, with a simple booking system and delivery service.

UP-TO-DATE Materials . . .

Check the Multi Media Catalog 1979-80 and its supplements for the latest materials in your subject areas. If you don’t already have the Catalog, see your school library media center. Preview materials in your own school.

FREE AV Service

SIMPLE Order Forms

STAFF Assistance

PREVIEW

Free Delivery

Regional Educational Media Center, (REMC), is a co-operative service funded through Federal, State and local monies. REMC XI’s staff is eager to assist you in the use of motion pictures, (16 mm films), audio and video tapes, AV materials, filmstrips, AV kits, etc.

Call Us . . .

Berrien Springs 471-7725
Appendix L

Cover Letter From REMC XI Director
With First Promotional Message
October 14, 1981

As a former classroom teacher, I often felt it was difficult to get through the red tape that stood between me and available media materials. As a result, when the opportunity arose for me to be involved with the REMC program and to bring about a change in the accessibility of materials to teachers, I readily accepted the challenge.

As your REMC Director, I have made a concerted effort to make the accessibility of materials for use in your classroom as easy as possible. Budgetary restrictions still limit us, but we are doing all we can to help you.

During the last four years we have spent over $40,000 to upgrade the collection of materials for you and we are constantly involved in the upgrading of the collection.

Please give us a try.

Sincerely,

Richard M. Pennington
Richard M. Pennington, Director
Regional Educational Media Center XI

ac
Appendix M

Cover Letter From REMC XI Director
With Second Promotional Message
October 28, 1981

As a former classroom teacher I can remember, very vividly, trying to interest my students in topics that they found uninteresting. The REMC XI collection has many materials that help convey the message to the learners in an interesting and accurate way.

We feel the learners interest may be stimulated by "experiencing" through media materials situations they need to understand, either socially or academically. Won't you review our collection and give us a try?

Sincerely,

Richard M. Pennington

Richard M. Pennington, Director
Regional Educational Media Center XI

ac
Appendix N

Cover Letter From REMC XI Director
With Third Promotional Message
November 12, 1981

I found an interesting procedure in a doctoral dissertation that can help you use instructional materials wisely. "Proper utilization" comes from proper planning. If you follow these procedures, you will undoubtedly increase your students' understanding.

(1) Always preview the materials for content, message, and effectiveness.

(2) Develop a brief story like description including words and/or phrases that appear in the program.

(3) Introduce the materials utilizing that description.

(4) Develop study questions that will suggest pertinent information in the materials.

(5) Show the materials to your students. (DO NOT show more of the materials than is needed to convey your intended message).

(6) Have your students take a test so you can determine how effective the experience was for them. (You determine whether to include the grade)

(7) On the following day explore pertinent discussion questions with your students as an introduction.

(8) Show the materials again.

(9) Check to learn whether their understanding has increased. (Do this via another test--maybe even the same one they took the preceding day)

As you work to be that organized educator give us a try and see if we can help you provide your students with a beneficial learning atmosphere.

Sincerely,

Richard M. Pennington, Director
Regional Educational Media Center XI
RP:ac
Appendix O

Special Memo to Classroom Teacher
Included With Each Promotional Message
Special Memo to Classroom Teacher:

To make it even easier, here are the procedures and order cards for sending your requests to REMC XI.

Jaswant Singh
Appendix P

"How to Order" Sheet Included With Each Promotional Message
How To Order

All About Bobby
052144. MB COLOR 16 Min BARR 75 IJ

As we see Bobby going about his everyday life, we have a better understanding of the way others see us and the way we see others. Everyone has a different opinion of him, and as we search for the "real" Bobby, we discover that by looking a little closer, we can know more about that person I call you and that person you call me.

Please Note:
1. Cards for ordering A-V materials will be a different color each year. Be sure you are using the proper ones.
2. Use a separate card for each item needed. Second and third choices should be just that, not an additional title you want to use. Only one title per card will be booked.
3. Be sure the order number is correct. Copy directly from catalog.
4. All blocks on card must be filled in. See example above.
5. Be as flexible as possible with use dates; the wider the span, the better your chances.
6. If you can use an item anytime during the year, put the first day of school in the earliest block, and the last day of school in the latest block. Be sure and fill in the preferred block with the exact date you would like to use the item.
7. It has been recommended that teachers order only for the first semester up until December, and then order for the remainder of the year. This would enable teachers who receive different teaching assignments the last half of the school year to have access to A-V materials. This is true particularly at the secondary level.
BIBLIOGRAPHY


Nelson, C. M. Effectiveness of sound motion pictures in teaching a unit on sulphur in high school chemistry. School Science and Mathematics, 1952, 52, 8-10.


