

# ETV Can Meet

**E**DUCATIONAL television is maturing to the point where there are genuine opportunities for its use in support of community growth programs and projects. The climate is right for more systematic definition of the needs of the many audiences which make up the community. We are beginning to develop the inter-institutional and inter-agency strategies and mechanisms and delivery systems to meet the educational needs of the aging, the underprivileged, the professional, the youth, the young mother, and others. While we have emphasized the development of our various hardware systems, including ETV, it is encouraging to see the emphasis beginning to shift to the development of appropriate audience-oriented software systems.

## Team Effort

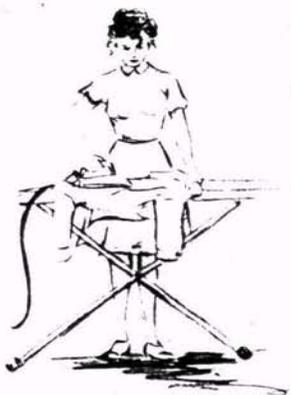
ETV station managers and key staff members are beginning to view the production of programs in a much more sophisticated way. Cooperative team effort has long been a tradition in ETV; the team effort, however, was perhaps more TV- or media-oriented than audience-oriented. The press of time, the shortage of budget, staff, and facilities, not to mention the traditional work style of the ETV specialist, tended to bend program content exclusively into the TV format.

The increased sensitivity to audience-oriented program production is helping to

eliminate the traditional argument as to who is in charge of a TV program, the content specialist or the TV specialist. A trend is emerging to add curriculum, audience, instruction, and evaluation specialists to the production team. And further, an instructional design specialist, in a staff role, is being added to coordinate the team and to help keep it focused on developing, pretesting, producing, field testing, and applying the audience-oriented programmatic materials. In fact, such materials have been tested and redesigned until a selected group of the audience attains a previously specified level of achievement.

Furthermore, we are beginning to see total programs and projects put together much like an advertising campaign. The campaign begins with project definition and proceeds through identification of primary and secondary audiences, specification of messages, development of project strategies, determination of appropriate software and hardware systems, pretesting, redesigning, and finally field testing of the materials and the human and nonhuman aspects of the delivery system.

It is logical to assume that school district adult education programs and extension and continuing education programs of colleges and universities may well become important community service centers. Through such centers, action oriented programs and projects can be mounted and coordinated



# Its Audiences

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effectively to systematically seek out, research, develop, and meet the vital needs of the many audiences in the community.

The ETV station can be one of the many key community agencies cooperating in crucial community programs and projects in such areas as helping the underprivileged, health care, professional continuing education, business-industry-labor, family and youth, community and regional development, and law enforcement. The ETV stations, along with commercial stations, Instructional Television Fixed Service (2500 mh) operations, and CATV systems, are important parts of a total community delivery system. Such a system can coordinate the offerings of city, county, state, and federal agencies, schools and colleges, the media, civic organizations, and community leaders; and, most important, can help to meet the needs of the many segments of the people who are the community.

## From Dream to Reality

The time is arriving when the dreams of educational theorists are becoming reality. In small and informal ways, for the most part, we are exploring how to take education to where the audience is, in ways that will have genuine impact. We are discovering the audiences within audiences in any given project, and how systematically to affect the behavior of each.

For example, in the Federal Commodity

Program, which is designed to make certain surplus foods available to the disadvantaged, there are a number of audiences, ranging all the way from the almost illiterate person to a graduate student struggling toward a Ph.D. degree with a very limited income. While most of the audience can be reached effectively through social workers and family development specialists, and commodity food distribution points, some of the potential audience may not even permit a social worker or family development specialist to enter their homes. For reaching this special segment of the audience, TV spots, programmed between soap operas, may at least reach this audience.

Obviously crucial is the software system which probes such a special audience and its motivations and links these to the messages, which are then reflected in the treatments and story boards, which then result in a series of pre- and field-tested TV spots which, in fact, turn the audience on. TV alone, of course, cannot do the total job of informing even a small special audience. Another logical part of the delivery system of these messages to the mothers is through their children in day care centers and in the schools. A child who has enjoyed a bean-

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burger in a day care center may well be the change agent who will get Mom to start taking advantage of the commodity food program.

### The Larger Team Effort

This example illustrates another important point. Suppose these TV spots have been validated in use with both urban and rural underprivileged mothers who have refused to visit with social workers and family development specialists in the state of Missouri. Is it not likely that, with little or no modification, these spots can be used in communities across the nation? The important point to be made is that cooperative sharing of validated materials is more than a community concern. Good materials for a program or project in one community may need to be shared with other communities through appropriate national and regional mechanisms. Few communities, of course, have been able to develop community growth programs to meet all of their own needs effectively.

The HEW Commission on Instructional Technology report, *To Improve Learning*,<sup>1</sup> recommended the establishment of a National Institute of Instructional Technology, within a National Institutes of Education. Such an office would facilitate the research,

<sup>1</sup> *To Improve Learning*. A Report to the President and the Congress of the United States by the Commission on Instructional Technology, March 1970. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 40-715, 1970.

### Curriculum Materials 1971

Materials are now being compiled for inclusion in the Curriculum Materials exhibit at the ASCD annual conference, March 6-10, 1971, in Kiel Auditorium, St. Louis, Missouri.

The Committee on Exhibit of Curriculum Bulletins and Instructional Materials requests that relevant materials be submitted before November 15, 1970, to the committee chairman, Dr. Harold E. Turner, School of Education, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, Missouri 63121.

Appropriate materials include curriculum

development, and application of sophisticated educational programs aimed at meeting the many audiences of our communities. An important part of the NIIT would be its center or library of educational resources. Such a center would search out, organize, and prepare for distribution high-quality materials related to successful community growth programs and projects. Hence the hundreds, or even thousands, of man hours which went into the research and development of validated programmatic materials in one community's successful project could be shared at minimum cost by many other communities. Needless to say, such a national library could supply a quantity of quality community growth project materials.

Probably one of the smoothest ongoing mechanisms for the development and delivery of these materials is the extension mechanism of universities, colleges, junior colleges, and school districts. The staffs of these programs have a long tradition of drawing upon the research and academic resources of their institutions and finding the appropriate strategies and mechanisms for involving all of the needed human and nonhuman resources required to effectively develop, coordinate, and deliver a service to an audience.

It is predictable that specialists in the many areas of curriculum and supervision will be called upon more, and in more crucial and sophisticated ways, to become members of project teams assembled to develop highly efficient and effective messages for delivery over ETV stations and, of course, through many other delivery modes. □

guides, courses of study, bulletins, audiovisual materials, etc., prepared by public school systems, state education departments, colleges, universities, and campus schools. Materials must be currently in use and must not have been displayed previously. Price, availability, and complete mailing address should be indicated.

Participants at the annual conference may view the exhibit to assess the materials as to relevance and worth in their individual situations. A bibliography, *Curriculum Materials 1971*, will be published by ASCD.

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