

Closed Circuit TV Offers Instruction, Training

By MR. JAMES E. PARKER
Director of Audio-Visual Center

A closed-circuit television facility was installed at North Carolina College at Durham in the fall of 1964. The first television course at the college was taught during the Spring Semester of the 1964-65 school year. This course was a second semester freshman English course. Nearly 300 students were involved. Two courses are currently being taught by television, second semester freshman English and Photography.

The closed-circuit television studio is housed in the Commerce Building. Receiving rooms are located in the Science Building, the Biology Building, the Classroom Building and in the Education Building. An intercommunication system is incorporated in the television facility by means of which students in the receiving rooms may direct questions to the television studio teacher. Student questions and the answers given by the studio teacher can be heard by students in all of the receiving rooms. The receiving rooms can accommodate over three hundred students.

Facility Described

The closed-circuit television facility includes a teaching studio, a control room, a maintenance room, a materials preparation room and a storage area. The control room houses the control console with a switch-fading system and monitors for each of two live cameras and the film chain.

The film chain, also in the control room, contains a multiplexer—a mirror systems that directs images from a set of projectors to a pedestal-mounted fixed TV camera—two 2x2 slide projectors and a 16mm motion picture projector. The film chain components are controlled at the control console. Additionally, the control room contains an on-the-line monitor, and a video tape recorder.

The studio contains a variety of instructional devices that are useful in studio teaching.

The closed-circuit television facility, rated as the most sophisticated to the state, provides an effective means for large-group instruction, making the most extensive use of the specialities of the faculty of the various academic departments by extending their expertise to a much larger group of students in the respective departments. It provides a means of encouraging better teaching.

Television Aids Teaching

Experiences at a number of colleges and universities have shown that teachers agree that after teaching a television course, even though against their wishes at first, they became better teachers. Television tends to demand more careful planning and preparation, extensive use of illustrative materials, more attention to timing and to the elimination of extraneous materials. Teachers are thus able to cover more ground and to do so in a more effective manner.

Research studies continue to show that even though student attitudes toward instructional television are frequently negative, that they nevertheless perform at as high a level as they do in traditional courses while at the same time experiencing more extensive coverage. English 120 TV at North Carolina College covers considerably more content than the traditional courses and students do just

as well in grades as students in the traditional course.

Television is not used for total teaching at NCC. Class time is divided between the studio teacher and the receiving room teacher. Television is used for the telling and the showing, the demonstration part of teaching. Areas of subject-matter which lend themselves more effectively to interaction between students and teacher are handled by the receiving room teachers.

Team Teaching Evolves

As more departments become involved in television, one will observe more of a type of team teaching evolving, particularly in core curriculum courses. Each professor in a department will contribute his expertise in a given course at an appropriate time, yielding to another specialist to handle that part of the course for which he has specialized. Thus students will be exposed to the most qualified teacher for each part of the course. In addition, students will be exposed to a cross-fire of ideas and to more of a variety of styles of thinking.

Office Looks To Study, Evaluation

By DR. JONES JEFFRIES
Associate Director of Research and Evaluation

The Office of Research and Evaluation was established at North Carolina College in July, 1967. The Office absorbed the former Bureau of Educational Research which functioned in somewhat restricted areas of investigations. President Albert N. Whiting envisioned the demanding need for such an agency which could devote its entire time to the examination of any and all phases of the College's endeavors.

The late Dr. William H. Brown was appointed Director of the Office and Dr. Jones E. Jeffries as Associate Director. The office is located in the Education Building.

When the Office was established, President Whiting made the following statement regarding its scope and purpose: "The Office of Research and Evaluation was established to study the operations and practices of the institutions, the effectiveness of its instructional program, admission policies and other pertinent matters relating to the academic structure of the institution.

Studies To Be Made

The Office will direct the research studies concerned with providing data useful in the making of informed administrative decision for the successful operation, maintenance, and improvement of the institution.

This includes, among other things, the responsibility for the collection and analysis of data used in the appraisal of the environment in which the institution operates, in preparing budgetary requests, in careful study of space utilization, in determining faculty loads, in admitting students, and in planning the overall educational program. The Office is needed to facilitate efficient management as well as to promote qualitative improvement."

Function Cited

The basic function of the Office of Research and Evaluation is to produce systematic studies

The Audiovisual-Television Center assumes the responsibility for the technical aspects of television and for the preparation of effective audiovisual materials. Each television course has a director who works with the studio teacher, thus blending technical and presentation know-how with the subject-matter expertise of the teacher.

Outlook Viewed

The future of television at North Carolina College will depend, for the most part, upon the extent to which the academic departments seek the use of the television medium as an innovative approach to handling large groups of students and to the extent to which teachers seek ways to devote their teaching energies to the areas of general education subjects in which they feel most at home. Of course, it will depend in part on the extent to which departments and individual teachers become more amenable to change. It will depend too upon the availability of financial resources, and upon the kind and the quality of professional leadership.

of institutional problems for use by administrative offices in the process of decision-making. The Director of the Office is responsible to the President of the Institution who approves designs for general institutional studies. The graduate and undergraduate deans may request and must approve the designs for specific studies of academic programs.

A second function of the Office of Research and Evaluation is to cooperate with the Board of Higher Education in the generation of data on North Carolina College needed by the Board and in the production of reports requested by the Board.

A third function of this unit is to cooperate with other offices in the development of a data bank on various aspects of the North Carolina College program.

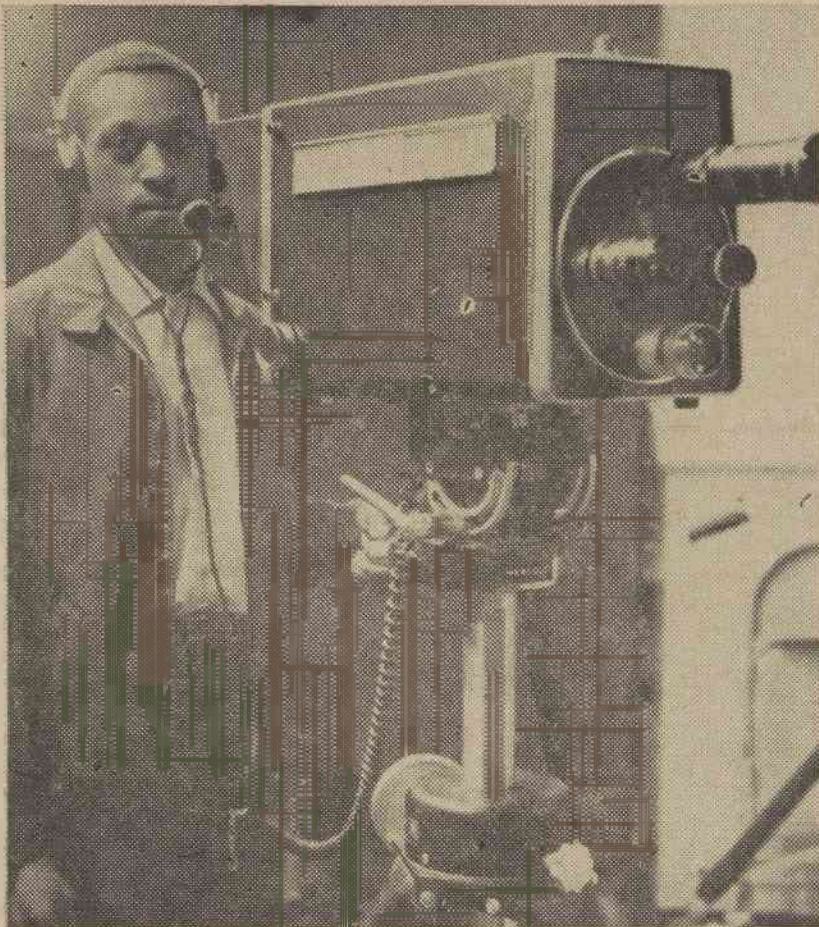
Research Accented

In other words, the Office is responsible for the ongoing institutional research program of the College.

Since the establishment of the Office, major studies completed include a long-range plan of the College for the State Board of Higher Education and an analysis of space utilization. The Office is now in the process of making an evaluative study of the Core Curriculum, or general education program, of the College.

Foundations Give To Fund

Six foundations contributed generously to the NCC Scholarship Fund Drive during the 1965-67 phase of the activity. Of the six, three were located in North Carolina: Burlington Industries Foundation; the Dickson Foundation, Inc.; and the Myers-Textile Foundation, Inc. The three foundations outside North Carolina supporting the drive were: The Mary Duke Biddle Foundation; Pittsburgh Plate Glass Foundation; and the Winn-Dixie Stores Foundation. The total amount contributed by these six foundations was approximately \$16,000.



The Audio-Visual Center presents many challenging opportunities in audio-visual methods. The operation of the television camera and the direction of closed circuit television classes are everyday experiences for student aids and interns.

Honors Program Accents Breadth

By DR. CECIL PATTERSON
Director of Honors Program

The North Carolina College Honors Program was begun in September, 1961 as an experiment to test the response of superior students to advanced teaching methods and specialized curricula. It was realized that even our honor graduates often lacked acquaintance with the "canon" of literary works and were weak in the techniques and information normally measured by common standardized tests.

The Honors Program was designed to ascertain whether by avoiding taking up class time with information these students showed by their entrance tests they already knew, and by utilizing media and technology to increase their exposure to other material, we could gain the time to teach them the skills and information they appeared to lack.

The program was devised by Dr. Charles Ray, Chairman, Department of English; Dr. George T. Kyle, Professor of Psychology, then Dean of the Undergraduate School; and the late Dr. William H. Brown, Professor of Education, then Dean of the Graduate School in collabora-

tion with Dr. C. L. Patterson, who became the Director of the Program.

Original Plan Given

Originally, 25 of the top 50 entering freshmen on the basis of their placement test scores were invited to the program. These students took in addition to their regular courses an Honors section of English and a special Honors class.

The Honors English section was an advanced course covering in one semester approximately the material covered in both semesters of the regular freshman course. The Honors course was a special course in study skills designed to teach such elements as research methods, critical thinking and problem solving. These courses continued throughout the freshman and sophomore years.

At the end of the first year the program was expanded by the provision for an additional 25 freshmen each year and by providing opportunities for individual independent study during the junior and senior years. The program has continued in that format.

Indications are that the pro-

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