

Effects of Planned Television Programming

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"... suggested that the comprehensibility of program material guided attention- that is, children were more attentive when they understood the content being presented."

"In Salomon's view (1979) filmic code serve not only as vehicles for transmitting content, but also as representations of mental skills or operations in their own right. For example, a zoom-in on one part of a complex array represents the mental operation of analyzing a stimulus into its parts. Showing an object from several different angles may be parallel to the mental skill of perspective-taking. Several experimental studies with older children have demonstrated that they can learn parallel mental skills from these film techniques (Salomon, 1979)"

"...broadcast television as it existed at the end of the 1970's has several inherent properties that limit its instructional power. It is a one-way medium that transmits information to a child who may sit 'passively' receiving. Material is sequenced in a fixed pattern and rate over which the viewer has no control. There is no opportunity for the child to return and review earlier segments or to control the rate of presentation. There is no way to provide individual feedback or to tailor presentations to individual learning needs or histories. Information is presented in a temporal succession, so the child often must integrate temporally separated bits (Wright, Watkins, & Huston-Stein, 1978)"