

Interview with Aimee Dorr, USC/UCLA

Examples of successful higher order learning on Sesame Street

- one of these things
- if this, then that
- part/whole discrimination
- different roles (one person can be father, brother, son, mailman etc.)

"Think About" from AIT and "Mathemagic" might be good examples of tv instruction in higher order procedures

grammar of television - what's a zoom, what's a cut, all the way to consumer literacy (ie. media literacy in its broadest use)

media literacy might include - economic structures affecting tv programming

- knowledge of production techniques/ debunkability
- withhold accepting ideas until fully evaluated
- understanding of story structure, etc.
- taste
- intent

look at Summer issue 1980 of Journal of Communication

get summary of Conf. Fall 79 from Milton Ploghof, Jim Anderson, U. of Ohio, Athens Center for Social Studies Education, Conf.

TV being a passive medium is not a problem, or vicarious experience not a problem, person sitting and listening not a problem in and of itself

sports on radio - easier to follow on radio than on TV (because of power of audio)

if you were going to bring together a bunch of people to tackle the theoretical, research, instructional, conceptual questions of these new media and how to use them, you would ask the following:

Whats the matter with kids today (what are they not doing that they should, ie. what skills are they short on)

Whats particularly troublesome about other media delivery systems

What is a particular system suited to doing

What is likely to be the audience - really

TV not generally available in schools (less than 50% of schools have TV)

whatever technology should exist in a stand alone/use alone configuration

Computer could be used to query the user, ie. massage him through the material so that he/she can really figure out where to look

Interview with Richard Clark, USC

look at Cognitive Skills and Their Acquisition by John R. Anderson, Wiley,
particularly chapters 7 and 11

are people going to look at encyclopedia to solve problems?

facts and procedures -- can divide all learning into these two aspects

procedures - we know things in the context of doing them, ie. knowledge
is embedded in procedures, but not (verbally) accessible.
eg. a mechanic 'knows' a lot of physics, but he/she could
not explain any of it necessarily

meta-cognition is a (super) procedure - learning to learn

Review of Educational Research (a good journal in general): see Bellezza, Summer 81

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