

Piaget Meets Big Bird: Is TV a Passive Teacher?

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"...learning is - particularly the learning that goes on in schools - a limited process, confined to a single problem or a single structure. Development, on the other hand, consists in changes in those structures, in the very paradigms of thought. Educational programs of any kind, television included, do not influence development directly, but can enhance and enrich it through learning devices at its disposal."

Content Development for Children's Television Programs

Valerie Crane

quoting Kieth Mielke on the use of formative research - "In children's television programming, formative research is, in general, designed to provide diagnostic feedback into the decision-making process for production, so that programming improvements, if needed, can be made before broadcast. "

"Formative research was most successful when incorporated into the production process from the outset of the project, particularly through early staff meetings that set the stage for the research process."