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Some Essential
Learner Outcomes for

Educational Media

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**SOME ESSENTIAL
LEARNER OUTCOMES
FOR
EDUCATIONAL MEDIA**

Edited by Mary Dalbotten

**DIVISION OF INSTRUCTION
MINNESOTA
DEPARTMENT OF EDUCATION**

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INTRODUCTION

The Media SELO

Effective educational media programs are designed to assist learners in finding, evaluating, and applying information that helps them to function effectively as individuals and to participate successfully in society. These programs serve students by providing a well-chosen collection of media at different levels of maturity, ability, and interest and by providing guidance in the location, selection, evaluation, use, and appreciation of these materials. They also contribute to the development of skills in reading, viewing, listening, evaluating, and communicating; to the development of skills in the production of learning materials; and to teaching learners how to relate to and use outside resources.

An integral component of good educational media programs is a sequential media curriculum. Media instruction should be initiated with the students' first use of media in school and continued consistently through a unified plan (K-12), the ultimate goal being to help students become independent users of all types of resources.

Much of the information disseminated to the public today has persuasion as its motive. It is imperative, therefore, that students in all content areas learn a process for evaluating information as to its accuracy, validity, and comprehensiveness. Media skills provide students with the means of locating information and for determining the meaningfulness and validity of an information source. A strong foundation of media skills will enable students to meet the future with tools capable of helping them to become lifelong learners.

The **Some Essential Learner Outcomes** in Educational Media guide was developed to aid in the formulation of local media goals and objectives. The Media SELO, like all other subject SELOs, provides teachers, media personnel, school administrators and clientele, with a systematic look at curriculum in order to facilitate needs assessment, development, selection, and evaluation. The outcomes were formulated and categorized by a state-wide team of elementary, secondary, district media personnel, and members of the Educational Media Unit.

School District Implementation

The translation of a goal into specific subject matter or curriculum content is a local decision that should include broad representation from the media personnel as well as curriculum and subject area personnel in that school or system. The Media SELOs offer a model for considering student learner outcomes in the media area. Local systems are encouraged to review these outcomes as new directions are developed and to analyze or redirect present goals. Once the SELOs have been reviewed locally, and supplemented in a way that is consistent with local broad range goals, then curriculum can be selected, implemented and evaluated.

The SELOs were developed in five broad categories of emphasis in educational media as follows:

Orientation and Organization: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

Selection and Utilization: The learner will demonstrate an understanding of the arrangement, components, genres and formats of materials in a media program in order to select and use materials and equipment appropriate to personal needs and classroom assignments.

Comprehension and Application: The learner will comprehend and apply concepts presented in media, organize and interpret information, and evaluate outcomes, in order to become an intelligent consumer of information.

Production and Presentation: The learner will design, produce, present and evaluate the presentation of information in a variety of formats.

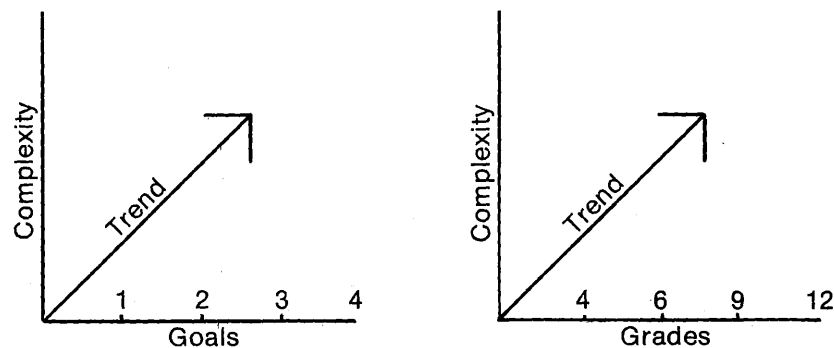
Appreciation: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

The task force attempted to use Bloom's taxonomy of educational objectives in two ways. The first four media goals follow the increasing complexity of Bloom's cognitive domain. His six major cognitive objectives are:

1. Knowledge (recall) of specifics
2. Comprehension
3. Application of knowledge
4. Analysis
5. Synthesis of information
6. Evaluation of materials and methods.

The fifth media goal relates to Bloom's affective domain.

Within each goal area, the learner outcomes also tend to increase in cognitive complexity from the primary grades through the upper grades.



The sequence of learner outcomes presented in this document are samples of general instructional objectives. Local variations in curriculum, student population, media collections and equipment, and organization of the media program and personnel will suggest numerous additions, deletions, and grade level changes. The sequence is presented as a model of a comprehensive media skills program based on the experiences of a sequence of objectives that meet local needs. It is intended as a guide to the formulation of a sequence of objectives that meet local needs. It is not intended as an iron-bound document that prohibits the introduction of a particular skill at a level earlier or later than the suggested level, or the reinforcement of a particular skill at a later level.

All attitudes and rules, explicit or implied, that govern the schools' and communities' approach to curriculum are part of the parameters that must be taken into consideration.

Students learn and develop at varying rates depending on background, abilities, needs and interests. Few skills can be acquired with one brief exposure. Therefore, continued reinforcement of skills previously introduced identifies the student's ability to be an independent user of all types of media resources.

Integration of Media Skills

It is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student has these experiences. These experiences may occur in the media center, in the classroom, or in other instructional areas. It is imperative that the teaching of media skills be integrated with relevant subject curricular needs rather than as a separate, unrelated curriculum. The Media SELOs interface with the learner outcomes in all curricular areas by providing the tools for research, and the knowledge of how to use these tools. The unavailability of equipment and materials may hamper the process in some situations; however, it is strongly recommended that a continual effort be made to expand and improve facilities, equipment, and materials necessary to implement a strong educational media skills program (K-12).

I. ORIENTATION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
C. CIRCULATION	1. Check out and return materials and equipment according to established procedures	1. Same	1. Same	1. Same
D. OTHER MEDIA AND INFORMATION SYSTEMS	1. Identify some services and resources of other media and information systems, such as: <ul style="list-style-type: none">● public libraries● District/regional libraries and media centers	1. Identify some services and resources of, such as: <ul style="list-style-type: none">● junior high media center● governmental agencies● community agencies● networks	1. Identify some services and resources of, such as: <ul style="list-style-type: none">● the senior high media center	1. Identify some services and resources of, such as: <ul style="list-style-type: none">● college libraries● specialized libraries

II. SELECTION AND USE

The learner will demonstrate an understanding of the arrangement, components, genres and formats of materials in a media center in order to select and use materials and equipment appropriate to personal needs and classroom assignments.

	Grade 4	Grade 6	Grade 9	Grade 12
A. CLASSIFICATION AND SHELF ARRANGEMENT	1. Understand shelf arrangement and classification system for media, such as: <ul style="list-style-type: none"> ● fiction ● nonfiction ● picture/easy books ● audio-visual ● story collections ● reference 	1. Apply knowledge of call numbers including the decimal in locating media.	1. Distinguish other classification systems, such as: <ul style="list-style-type: none"> ● Library of Congress 	1. Understand, apply knowledge of, and distinguish various types of classification systems and shelf arrangement
B. CARD CATALOG				
1. Arrangement	1. Recognize the alphabetical arrangement of: <ul style="list-style-type: none"> ● drawers ● cards ● guide cards 	1. Apply filing rules, such as: <ul style="list-style-type: none"> ● word by word ● abbreviations ● numbers 	1. Apply applicable filing rules, such as: <ul style="list-style-type: none"> ● time sequencing 	1. Apply applicable filing rules
2. Kinds of Cards	2. Identify and use: <ul style="list-style-type: none"> ● author ● title ● subject ● audio-visual cards ● see and see also cards 	2. Distinguish and use: <ul style="list-style-type: none"> ● illustrator 	2. Distinguish and use series cards, such as: <ul style="list-style-type: none"> ● series 	2. Distinguish and use all kinds of catalog cards
3. Parts of Card	3. Identify and use: <ul style="list-style-type: none"> ● author ● title ● subject ● call numbers 	3. Identify and use: <ul style="list-style-type: none"> ● annotation ● specific information about the source, such as number of pages 	3. Identify and use: <ul style="list-style-type: none"> ● tracings, such as joint author 	3. Use all pertinent information on catalog cards
4. Different Types of Catalogs		4. Identify and use: <ul style="list-style-type: none"> ● book catalog ● computerized catalog (microforms) 	4. Same	4. Same

II. SELECTION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
C. INDEXES				
1. Kinds	1. Use <ul style="list-style-type: none"> ● card catalog ● indexes to general encyclopedias ● book index 	1. Use indexes to media, such as: <ul style="list-style-type: none"> ● periodicals ● subject area reference books ● microforms 	1. Use indexes to media, such as: <ul style="list-style-type: none"> ● poetry ● short stories ● plays 	1. Use indexes to media, such as: <ul style="list-style-type: none"> ● newspapers; e.g. New York Times, Mpls. Star/Tribune
2. Arrangement	2. Recognize and use arrangement by alphabet <ul style="list-style-type: none"> ● guide words 	2. Recognize and use arrangement by: <ul style="list-style-type: none"> ● subject ● date ● title ● author 	2. Recognize and use different types of index arrangements	2. Distinguish and use different types of arrangement for different purposes
D. REFERENCES				
1. Kinds	1. Locate and use: <ul style="list-style-type: none"> ● general encyclopedia ● dictionaries 	1. Locate and use: <ul style="list-style-type: none"> ● subject area encyclopedias ● almanacs ● yearbooks and handbooks ● biographical dictionaries ● atlases and gazeteers 	1. Locate and use: <ul style="list-style-type: none"> ● subject area encyclopedias ● geographical dictionaries 	1. Use a range of research tools, such as: <ul style="list-style-type: none"> ● bibliographies ● government publications ● Congressional Quarterly publications
2. Arrangement	2. Recognize arrangement by alphabet <ul style="list-style-type: none"> ● guide words 	2. Recognize arrangement by: <ul style="list-style-type: none"> ● subject ● date ● title ● author 	2. Same	2. Same

II. SELECTION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
E. COMPONENTS	<p>1. Use the components of materials to find information, such as:</p> <ul style="list-style-type: none"> ● spine ● cover ● title frame/page ● table of contents ● illustrations ● index ● dedication 	<p>1. Select pertinent information from the components of materials, such as:</p> <ul style="list-style-type: none"> ● copyright date ● preface, foreword ● introduction ● glossary ● appendix ● legends and scales ● credits ● bibliographies 	<p>1. Find specific information from the components of materials, such as:</p> <ul style="list-style-type: none"> ● footnotes 	<p>1. Exhibit greater competence in isolating and extracting specialized information from materials</p>
F. GENRES	<p>1. Identify, select, and use simple fiction and nonfiction, such as:</p> <ul style="list-style-type: none"> ● folktale ● poetry 	<p>1. Select and use materials according to basic forms and genres, such as:</p> <ul style="list-style-type: none"> ● autobiography ● newscast ● drama ● science fiction ● mystery and detective stories ● historical fiction ● mythology 	<p>1. Select and use materials based on an understanding of finer distinctions among forms and genres, such as:</p> <ul style="list-style-type: none"> ● short story ● editorial ● Western ● comedy ● documentary 	<p>1. Discriminate knowledgeably among forms and genres in materials, selecting and using those applicable to needs or interests, such as:</p> <ul style="list-style-type: none"> ● novel ● satire ● critical essay ● travelogue

II. SELECTION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
G. FORMATS	<p>1. Select and use media based on format for a variety of purposes, such as:</p> <ul style="list-style-type: none"> ● to find information from appropriate reference sources ● to listen to recorded sounds: <ul style="list-style-type: none"> a record a cassette a listening station or earphones ● to see or show a visual image: <ul style="list-style-type: none"> a filmstrip a slide a transparency ● to view a moving visual image: <ul style="list-style-type: none"> a filmloop ● to record a visual image: <ul style="list-style-type: none"> a camera 	<p>1. Select and use media based on its format for a variety of purposes, such as:</p> <ul style="list-style-type: none"> ● to listen to or record audio information: <ul style="list-style-type: none"> a cassette a reel tape ● to view a moving visual image with sound: <ul style="list-style-type: none"> an 8mm or 16mm film a video tape ● to read printed information not available in the original form: <ul style="list-style-type: none"> microforms ● to locate current information: <ul style="list-style-type: none"> periodicals and newspapers pamphlets ● to retrieve programmed information: <ul style="list-style-type: none"> computer terminals 	<p>1. Distinguish between types of materials and select appropriate items based on advantages and limitations of each type</p>	<p>1. Use more sophisticated and diverse multi-media, selecting those best suited by their special properties and adapting them accordingly to complete assignments, and produce products</p>

II. SELECTION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
H. CRITERIA FOR SELECTION AND USE OF MATERIALS BY CONTENT	<p>1. Select and use materials guided by criteria, such as:</p> <ul style="list-style-type: none"> ● personal interest ● awareness of the availability of diverse formats ● quality 	<p>1. Select and use materials based on criteria, such as:</p> <ul style="list-style-type: none"> ● level of difficulty ● relevance to needs or interests ● advantages of formats ● quality 	<p>1. Select and use materials that are accurate, authoritative, and current</p>	<p>1. Use evaluative criteria when selecting and using materials, such as:</p> <ul style="list-style-type: none"> ● level of difficulty ● relevance ● accuracy ● authoritativeness ● authenticity ● advantages of format ● quality
I. EQUIPMENT	<p>1. Operate equipment, such as:</p> <ul style="list-style-type: none"> ● record players ● filmstrip projectors and viewers ● overhead projectors ● cassette players and recorders ● sound-filmstrip viewers and projectors ● TV monitors/receivers ● listening stations ● 8mm loop projectors ● radios ● microcomputers ● computer terminals 	<p>1. Operate more complex listening and/or viewing equipment, such as:</p> <ul style="list-style-type: none"> ● slide projectors ● sound-slide projectors ● reel-to-reel tape recorders ● film projectors ● computer terminals ● skill-developing equipment ● microcomputers 	<p>1. Operate increasingly intricate listening and/or viewing equipment specified in Grades K-6, such as:</p> <ul style="list-style-type: none"> ● videotape equipment ● microform equipment ● computer terminals ● microcomputers 	<p>1. Select and use with proficiency a variety of specialized listening and/or viewing equipment, such as:</p> <ul style="list-style-type: none"> ● audio/video retrieval equipment ● information storage equipment



III. COMPREHENSION AND APPLICATION

The learner will comprehend and apply concepts presented in media, organize and interpret information, and evaluate outcomes, in order to become an intelligent consumer of information.

	Grade 4	Grade 6	Grade 9	Grade 12
A. GATHERING INFORMATION 1. Recognition of Key Ideas	1. Identify and describe: <ul style="list-style-type: none"> ● a written sequence and arrangement of events ● a pictorial sequence of events ● an audio sequence of events 	1. Same	1. Same	1. Same
	2. Find specific information from: <ul style="list-style-type: none"> ● picture clues ● visual materials (pictures, slides, filmstrips, etc.) ● audio materials ● simple maps, charts, and graphs 	2. Same	2. Same	2. Same
	3. Find a word, name, date, phrase sentence, idea or answer to a question	3. Identify many ideas about a topic from several sources and record them in a list of notes	3. Use specified form for footnotes and quotes	3. Same
		4. Collect and record bibliographic information for a simple bibliography	4. Collect and record bibliographic information following a specified style	4. Same
	5. Identify: <ul style="list-style-type: none"> ● main ideas 	5. Distinguish: <ul style="list-style-type: none"> ● between main ideas and subordinate ideas 		
	6. Identify ideas related to a topic	6. Distinguish ideas which are relevant from ideas which are irrelevant		

III. COMPREHENSION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
	<p>7. Differentiate between fact and fiction</p> <p>8. Identify nonprint commercials and print advertisements. Interpret differences between verbal and nonverbal communication</p>	<p>7. Differentiate between fact and opinion — Distinguish between honesty and deception</p> <p>8. Identify commercial propaganda</p>	<p>7. Differentiate between factual and fictionalized accounts based on facts, i.e. historical fiction, biographical fiction</p> <p>8. Identify and define:</p> <ul style="list-style-type: none"> ● biased presentations ● stereotyped presentations ● behavioral influences of mass media ● techniques of propaganda 	<p>7. Same</p> <p>8. Identify and define more subtle forms of propaganda and bias in mass media, such as:</p> <ul style="list-style-type: none"> ● the use of name brand products among stage props of television dramas ● the strategic location and length of front page news stories to support a particular editorial viewpoint
B. ORGANIZATION AND OUTLINING	<p>1. Recognize similarities among ideas</p>	<p>1. Arrange similar ideas in groups</p> <p>2. Label groups with a heading</p> <p>3. Record all groups in outline form</p>	<p>1. Same</p> <p>2. Subsume, arrange and label related groups in a logical order</p> <p>3. Same</p>	<p>1. Same</p> <p>2. Same</p> <p>3. Same</p>
C. INTERPRETATION OF DATA		<p>1. Identify cause-effect relationships among key ideas</p>	<p>1. Make conclusions about data</p> <p>2. Form generalizations from conclusions</p>	<p>1. Same</p> <p>2. Same</p>

IV. PRODUCTION AND PRESENTATION

The learner will design, produce, present and evaluate the presentation of information in a variety of formats.

	Grade 4	Grade 6	Grade 9	Grade 12
A. EQUIPMENT FOR PRODUCTION AND PRESENTATION	<p>1. Operate and use equipment, such as:</p> <ul style="list-style-type: none"> ● cassette tape recorder ● record player ● opaque projector ● simple camera ● slide sorter 	<p>1. Operate and use more complex equipment, such as:</p> <ul style="list-style-type: none"> ● transparency maker ● super 8mm movie camera ● 35mm camera ● dry mount press ● reel-to-reel tape recorder ● video camera ● video tape recorder ● video monitor/receiver ● copy stand ● Polaroid camera ● light table ● duplicating equipment ● lettering devices ● slide projector ● 8mm movie projector ● 16mm movie projector 	<p>1. Operate and use more complex equipment, such as:</p> <ul style="list-style-type: none"> ● video multiple camera switcher ● film and tape splicer ● tape programmer ● multiple microphone system ● electronic flash ● audio duplication ● microcomputers 	<p>1. Operate and use specialized equipment, such as:</p> <ul style="list-style-type: none"> ● exposure meter ● projector dissolve control ● video production console ● lighting for photography and video ● video tape editing ● audio tape editing
B. DESIGN/PLANNING	<p>1. State purposes of production activity</p> <p>2. Prepare a simple oral or written plan</p>	<p>1. Same</p> <p>2. Prepare a written plan</p> <p>3. Prepare a storyboard or simple script based on the above</p> <p>4. Select equipment and materials</p>	<p>1. Same</p> <p>2. Organize a written plan or outline for production</p> <p>3. Prepare a storyboard and script based on above</p> <p>4. Same</p> <p>5. Determine production format most effective for achieving objective</p>	<p>1. Same</p> <p>2. Develop a written plan or outline for production</p> <p>3. Same</p> <p>4. Same</p> <p>5. Same</p>

IV. PRODUCTION (Cont'd.)

	Grade 4	Grade 6	Grade 9	Grade 12
C. PRODUCTION	<p>1. Use production equipment and design principles to produce media such as:</p> <ul style="list-style-type: none"> a. books b. audio cassettes c. puppet shows d. dioramas e. simple maps f. charts g. posters h. flannel board stories i. handmade transparencies 	<p>1. Use production equipment and design principles to produce media such as:</p> <ul style="list-style-type: none"> a. thermal transparencies b. handmade slides, or flimstrips c. photographic slides d. simple photographs e. simple newspapers f. audio-tapes g. bar line and circle graphs h. displays i. bulletin boards j. super 8mm movies k. video tapes 	<p>6. Identify target audience</p> <p>7. Plan or design visuals</p> <p>8. Select appropriate audio treatment</p> <p>1. Use production equipment and design principles to produce media such as:</p> <ul style="list-style-type: none"> a. sound/slide programs b. video productions 	<p>6. Same</p> <p>7. Same</p> <p>8. Same</p> <p>9. Determine cost effectiveness</p> <p>1. Independently design and produce creative media</p>
D. PRESENTATION	<p>1. Select appropriate location and equipment for presenting above media</p> <p>2. Present media using correct techniques</p>	<p>1. Same</p> <p>2. Same</p>	<p>1. Same</p> <p>2. Same</p>	<p>1. Same</p> <p>2. Same</p>
E. EVALUATION	<p>1. Decide if the production tells the story</p>	<p>1. Assess if the purpose of the production was achieved effectively</p>	<p>1. Judge the technical quality of the production</p> <p>2. Revise if necessary</p>	<p>1. Validate production—did production result in observable change in audience behavior</p> <p>2. Same</p>

V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

	Grade 4	Grade 6	Grade 9	Grade 12
A. PERSONAL USE	<ol style="list-style-type: none"> 1. Select materials for pleasure and personal information as well as in conjunction with classroom assignments 2. Share knowledge in using the media center and materials with others 3. Form opinions about a variety of media, producers, authors, and illustrators 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Express and support values and judgments regarding the quality of print and nonprint media 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Examine media including style, theme, characterization, etc. 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Analyze critically various types of media, including their styles, themes, characterizations, etc.
B. RESPECT FOR OTHERS AND PROPERTY	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby 2. Treat the facility, materials, and equipment with care 3. Understand and acknowledge the concept of authorship 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Demonstrate respect for ownership rights by acting in harmony with copyright laws and by using ideas without plagiarizing them 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Same 	<ol style="list-style-type: none"> 1. Same 2. Same 3. Demonstrate understanding of copyright law by consistently crediting other sources of information orally and/or in writing