1-1-1973

Video taped demonstrations as a correlate in preparation of catechists

Andrea Pernotto

Follow this and additional works at: https://digitalcommons.stritch.edu/etd

Part of the Education Commons

Recommended Citation

https://digitalcommons.stritch.edu/etd/725

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.
VIDEO TAPED DEMONSTRATIONS AS A
CORRELATE IN PREPARATION
OF
CATECHISTS

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

by
Sister Andrea Pernotto, O.S.U.

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATION OF THE MENTALLY RETARDED)

At The Cardinal Stritch College

Milwaukee, Wisconsin

1973
The Effective Use of Video Tape
In Demonstrating Lessons to Transmit
The Educational Objectives, Information
And Techniques to Catechists
Of the Mentally Retarded
This research paper has been approved for the Graduate Committee of Cardinal Stritch College by

[Signature]

(adviser)

May 19, 1973

(date)
ACKNOWLEDGEMENTS

The author is grateful to all who assisted in making this "enriching experience" possible.

She especially wishes to express a warm thank you to the children who contributed an unforgettable joy to the programming and to the staff of St. Coletta School for their cooperation. She wishes especially to express her sincerest appreciation to the Sisters of St. Francis for the hospitality and encouragement during her graduate internship at St. Coletta School.

The author is grateful in a special way to Sister Sheila Haskett, adviser, reader, and director of the research, for her extremely capable direction, encouragement and genuine assistance. Special appreciation is extended to Sister Camille Kliebhan for her warm personal interest and encouragement.

Appreciative recognition is extended to Mr. William Mansdorf for his support, dedication, and encouraging direction during this study.

Grateful recognition is also due to Sister Edna Marie Brindle and Sister Mary Conroy, superiors of the Ursuline Community, for giving the writer the opportunity and encouragement to pursue graduate studies in the field of Special Education. To her Sisters of St. Rose Parish, the writer wishes to extend thanks to all of them for their love, faith
and concern in her as a person and support during the project.

The project would have not been completed without the gracious help of Miss Maureen Neville, her typist, and Miss Elaine Slavens who assisted with gathering materials.

Finally, the author wishes to express her heartfelt gratitude to her parents, Mr. and Mrs. Anthony James Pernotto and her sisters, Sister Maryann and Jane, and all her personal friends who have encouraged her apostolic activity and ministry with the mentally retarded. She is thankful for having the opportunity of touching many lives through this project and having her life touched in a special way.

Above all, she is thankful to her God for the talent and guidance He has given in a unique fashion.

Sister Andrea Pernotto, O.S.U.

St. Rose Parish
61 East Main Street
Girard, Ohio 44420
May, 1973
TABLE OF CONTENTS

SUBTITLE ................................................. ii

ACKNOWLEDGEMENTS ................................. iv

Chapter

1. THE PROBLEM ...................................... 1
   Introduction
   Statement of the Problem
   Justification of the Problem
   Limitations
   Classification of Forms
   Research Questions

II. REVIEW OF LITERATURE ......................... 10
   Evolution of the Use of Video Tape
     in Teacher Education
   Use of Video Tapes in Educating Catechists
   Current Use of Video Tape as an Instructional Tool

III. PROCEDURE ....................................... 28
   Purpose
   Design of the Study
   Conditions for the Study
   Population of the Study
   The Administrator
   Summary

IV. INTERPRETATION OF DATA ...................... 36
   Instruments I and II Data
   Instrument III Data
   Instrument IV Data
   Instrument V Data
   Summary
V. SUMMARY

Purpose and Problem
Population and Data
Suggestions for Further Research and
Concluding Remarks

APPENDIX A

Tape Listing A-L

APPENDIX B

Objectives

APPENDIX C

Information Questions

APPENDIX D

Techniques

APPENDIX E

Opinionaire

BIBLIOGRAPHY
CHAPTER I

THE PROBLEM

Introduction

Humanity has always lived in a state of change, in various degrees of time and order. "During the past sixty years the conditions of life have been more altered than they were in all of the previous two or three thousand years."¹

Today people everywhere are living through a change in conditions that challenges many ideas and institutions that have been inherited. The transformation has taken place through their awareness of their natural environment; their relationship with other men; and their sense of the possibilities in human life.

People are constantly replacing old ways and expectancies with new ones and thus, increasing the importance of living, growing and becoming, as these are the chief components of life and culture. Change from ignorance to knowledge; from clumsiness to skill, is a delightful experience.

Heraclitus, a Greek philosopher, believed that change is the basic reality. All things, he thought are in a constant process of change, and nothing stands still completely, even though it might appear to do so. Heraclitus believed that all change is guided by an

intelligent law, which he called "logos." He concluded that wisdom consists in understanding the hidden harmony of the logos.2

This philosophy has existed in time and has substantiated itself particularly in the area of education. A philosophy must rest on certain suppositions that relates to the success of its implications. Historically, American education has emerged and developed into a reasonable system partially because it has regarded the concept of change as a proper procedure. Change is a condition of educational "goodness." "Goodness" is described as that quality that favorably unites in a reliable manner the characteristics of good educational standards. It has been observed that the value of stability is manifested in the preservation of "goodness."

Constructive progress has always been the result of someone being willing to break with the patterns of the past. Man needs to take old ideas that are "good" and shape them to meet today's circumstances in relation to new experiences. This condition is one facet of communication. Thus, man should take communication as an evolving process. Man accepts communication as a remarkable expression of the human personality; evidence of the effort and ingenuity of the human mind; and one of the greatest gifts of grace.

Contemporary man is engaged with the machine era and the computer in the resolution of problems. Media, a source of current learning, has taken on a new mechanical image.

The products of culture are extensions of man and thus man must change to meet new requirements. It is evident, communication is an integral part of technology in today's world. "Media, a means of communication, has brought forth much goodness and value in the field of education."  

Most current educators look for ways the media can be "used for education," and in this effort misunderstandings can easily occur in its application. It is evident that, the mass media is now, the most successful educational instrument in our society. This is substantiated by voluminous studies in advertising, marketing, television programming, and radio techniques. The media consumes more time and attention than formal schooling. Media saturation begins at an early age and continues to educate adults throughout life.

Statement of the Problem

In our culture, it is disturbing to be reminded that, in operational fact, the medium is the message. This concept is supported by Lewis J. Sherrill:

Religious education among the early Hebrews, one of the most enduring and successful systems ever devised, was accomplished three ways: first, through participation in family activity; second, through the oral tradition passed along in the family; and third, through family rites which included special wearing apparel and feasts and fasts. 

---


4Ibid.
Today the mass media have modified each of these basic teaching contexts. "Furthermore, the formal teaching methods which the Christian church has used in the past few hundred years are inadequate in terms of good communication."5

In view of the extreme difficulty of recruiting and training a cadre of volunteer special religious educators in each local church, the possibility of making our special religious educators available to local churches or centers, via television, ought to be given most serious consideration. This principle is supported by McLuhan in the following:

"People would agree that it is not the machine, but what man does with the machine, that delivers its meaning or messages."6

Video tape is a valuable educational tool that is used in learning in the twentieth century. Man does consider it an improvement that technology has made to education. It has been found to be of great service in clinical settings.

The purpose of this study is to determine the extent to which video tapes demonstrate and transmit the objectives, information, and techniques in the lessons for preparing the catechist to teach the mentally retarded in the area of special religious education.

Justification

The view that all the five senses should be applied to education is reflected by Montessori in the following:

5Ibid.

"Basic educational psychology tells us that the more senses called upon in the learning situation the more certain one can be of the individual absorbing the concept."7 In the field of special religious education and training catechists for practical teaching, man must offer the most proximate conditions to the real situation. When viewing the problems in instructing teachers today, it is favorable that the video tape is a tool for executing this objective. It exposes an individual to the following:

1. Live situation
2. Concept development
3. Behavioural techniques
4. Effective use of materials

Special religious education is a means to greater fulfillment in a life of normal values. Video tape can be an effective tool in transmitting this goal.

Limitations

These video tape lessons were taught to a relatively small number of subjects derived from an intact population of a small private residential school for the educable mentally handicapped. The only criteria for selection was that they were in the process of preparing for the sacrament. Otherwise they were randomly chosen.

This study was conducted within the framework of twenty-one video taped lessons developing the Sacrament of Penance Cycle. Lessons one through six were excluded be-

because the major content and structure was directed towards establishing a rapport and relationship with students and teacher. Lessons seven through eighteen were selected for viewing because of the sequential development and major concepts.

Thirteen students from a local high school who were members of the Future Teachers of America (FTA) were selectively recruited to determine the effectiveness of video tape. Six college students involved in a local special religious education center evaluated the tapes via an opinionaire concerning the effectiveness of the video tape tool. A larger population could possibly have increased the validity of the present study. However, the availability of the student volunteers limited this choice.

The children in the study were video taped in an office instead of their regular classrooms because of mechanical limits.

Another limitation was the fact that all subjects were educable mentally retarded with various learning disabilities. No previous classification of each subject's particular learning problem had been made.

If the high school students and college students, as the experimental group, were equated with a controlled group of comparable education, the reliability of the study could possibly have been increased. However, it was presumed that the proposed study would be educationally beneficial to all who participated in order to determine the effectiveness of learning in this manner.
Classification of Terms

Media--

A term defined as something through or by which something is accomplished, conveyed or carried on. It is means of transmitting a message. In this study all materials used in transmitting the goals are considered part of media.8

Video Tape--

A term referred to as "tape television," similar to sound tape but wider and kept on larger reels. It can be stored and shown at the opportune time. It is a medium of instruction.9

Educable Mentally Retarded--

A term used to refer to mentally retarded persons whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects such as reading and arithmetic. Also used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults or to that group of mentally retarded obtaining IQ scores between 50 and 70, 75-80.10

Catechist--

A term referred to a person who is dedicated first in developing the faith of the child in love through religious education and second affective development of the child through relationships in the catechetical community.11


9Ibid.


Method or Technique for Teaching the Mentally Retarded--

The aim of education for the retarded child is no different from that for any other child. This aim is to teach the individual how to live better; to teach him to use all his capacities; to teach him to become a useful and contented member of his social group, and above all, to teach him why he is here and where he is going. Curriculum planning for the retarded requires great care that it may be realistic, systematic, sequential, with consideration of adequate readiness for each new step in learning, and with the rate of speed adjusted to limited capabilities. The retarded child has a right to an education that will prepare him for the greatest possible fulness of life now, and develop the greatest possible spiritual stature for his ultimate future.  

Religious Education--

Religious education is the announcing, the proclamation and the revelation of God's Word. It is a theological discipline. It is a part of pastoral theology and is allied to the study of preaching and the study of liturgical celebration. In fact, religious education is no less than the faithful transmission of the Gospel to the little ones, to adolescents, to the simple, to sophisticated adults.

Special Religious Education--

This title refers to that which formation of Christ in the baptized is the ultimate aim of religious instruction. This formation involves two factors: Knowing (to bring the special child to know and accept with faith what God has revealed), and Loving (to bring him to commit himself totally to the life of the whole Christ). The laws of learning operate according to the nature of the soul's two faculties—intellect and will. The aim of instruction is to have the

---


special child know and believe all the realities revealed by God through His Church. Love is more important, for man is saved by how much he loves God and not by how much he knows about Him. This should be kept in mind when dealing with a mentally retarded child.15

Research Questions

In the area of Special Religious Education relating to the educable mentally retarded, can one hypothesize on the effectiveness of video tape as a teaching process in effecting lessons and transmitting the objectives, information, and techniques in training catechists?

CHAPTER II

REVIEW OF LITERATURE

Technology has made a great impact in the educational world. The education of teachers has been greatly influenced by the use of various media. A few decades ago many soft materials such as conventional pictures were used. Later, hard materials such as tape recorders, overhead projectors, and 16mm. projectors were in widespread operation. They all proved to be very valuable and effective.\(^1\) Stinson found that the research into educational television can be grouped as follows:

1. Learning from television
2. Student attitudes toward instructional television
3. Television as a means of improving the quality of instruction despite teacher shortage
4. Education of teachers via television
5. Teacher attitudes toward educational television
6. Comparisons of televised instruction with direct teaching
7. Appropriateness of television according to the subject matter of the course
8. Exploring new uses of instructional television.\(^2\)

---


This current review of literature will be divided into three areas: 1) Evolution of the use of video tape in teacher education, 2) Use of video tape in educating catechists, 3) Current use of video tape as an instructional tool.

Evolution of the Use of Video Tape in Teacher Education

Since Itard, educators have been searching for teaching techniques and tools that will assist the teacher in providing optimal learning situations.

The major means of learning are the five senses. Even early special educators recognized the importance of the training in this area. One of the most important aspects of Piaget's teaching is that a child must experience and manipulate material objects and substances to develop his intellectual powers.3

Wittich and Fowlkes state that "between 1918 and 1930 many educators bent their energies toward evaluating the possibilities of the motion picture film in making the educative process more meaningful."4 However, very few studies exist on the utilization of film and its effectiveness in demonstrating lessons to educate teachers.

Elliot reports, "It is one of the strange paradoxes in the educational film's history that the motion picture


was developed largely for educational purposes, only to have that purpose engulfed in a wave of commercial entertainment exploitation, then to be 'rediscovered' more than a generation later as 'the marvelous new tool of education.' In spite of all the work in motion film that had been accomplished by 1940, it still took the 1941-1945 wartime experiences of our industry and armed services to convince the average citizen that the use of film for educational purposes was of great merit and yielded favorable results. The "educational film" was discovered to be more than a warmed-over version of an entertainment film; that the applications of the film in education were real, effective, and worth their cost in time and money.

The intensive studies in film research between 1915-1945 executed by renowned men such as Averill, Long, Sumstine, Weber, Freeman, Wood, Arnspiger, Hoban, Dale, Kinder, Wittich and Fowlkes maintain that in conclusion, the permanence of learning when affected by the use of the educational film is decidedly superior to learning when done by the conventional classroom method. This is best illustrated by Arnspiger in the following point: "There seems to be little or no question about the learning superiority of the experimental (film) groups over the control (non-film) groups, when one considers that all cities combined the gains ranged from twenty to sixty per cent for the experimental groups."
Film in Religious Education was also a victim through the limitations of the conservative past. Several problems encountered were: inadequate readiness, orientation, physical factors, preparation, program execution, immediate follow-up, ultimate follow-up. However, every denomination found film to be valuable in developing concepts but were not satisfied with the imperfections.9

Education remained unsatisfied and avoided complacency with the adoption of change and found motion picture film of great value.

"Television is an electronic system of 'seeing at a distance,' It is a method of transmitting pictures of events as they happen, or of transmitting motion pictures from film or 'video tape' recordings."10 Very few people knew about television until the 1930's, however, it wasn't until 1948 before the manufacturers passed the million mark in production of television sets. Television, sometimes described as a "window on the world," has become a window with a view of almost everything in the universe.11

A type of television of particular use to the schools is "closed circuit" television. This is a system which transmits a video signal from a sending camera to television receivers directly connected by a cable. In the use of this type of television, the installation can include a single

9Ibid., pp. 335-360.
11Ibid., pp. 795-796.
room where one camera focuses on a speaker or demonstration and receiving sets are located in various areas of the room. By the use of this procedure, large rooms with large groups of students can have the closeness of small group procedures. Another use of "closed circuit" television provides for complex installation connecting numerous school buildings.\(^{12}\)

The study reviewed at Penn State by Ron Slawson indicates instruction by television to be effective and feasible for a wide range of courses. The use of television in higher education did not seem to reduce the quality of teaching.\(^{13}\) Evidence suggesting the effectiveness of media systems for teacher training, has been almost uniformly favorable. The most extensive studies have been made on television instruction at Columbia University. The purpose of the project was to improve primary school instruction and to provide in-service guidance and stimulus to teachers. At the conclusion of the study, 85 percent of the teachers were in favor of the project.\(^{14}\) The outstanding observation was the frequency in which teachers related that "television required them to be more active: they had always to be encouraging questions and answers from students, making simple visual aids that had been suggested by the television program, planning different activities rather than repeating drills."\(^{15}\)


\(^{15}\)Ibid., p. 74.
The study of educating teachers via television reviewed by Schramm presents a general opinion among all the systems using television. He states: "Teachers get to see skillful teaching, they hear concepts explained in an understandable way. This may be most beneficial to the inexperienced teacher, however, it seems to be that it is the best classroom teachers who are first to accept television and cite its value to helping them become innovative teachers."  

A recent invention enables television pictures to be recorded on tape, called "video tape." This tape is usable for delayed re-broadcasting. Like radio tape recording, it can be edited and used by schools when the recording relates to the curriculum. At the present time, this invention is considered too costly to be practical for extensive school use. Video tape is somewhat like film, except that it does not need chemical development, and it may usually be played back on the same instrument on which it was recorded. Film requires different types of equipment for recording purposes, development, and projection. "Video tape may be erased and used repeatedly--as many as fifty times, manufacturers claim." Basic equipment for video tape work includes a portable video tape recorder, camera, tape, and audio gear mounted on a cart.

16Ibid., pp. 78-79.


which can be installed in a classroom within minutes.

The latest development in the video tape recorder is that which doesn't record. It was designed so teachers and other professionals would have the advantage of the growing library of prerecorded subjects of video tape. This has become an important aid to educators. The most recent advancement of the video is the videocassette known perhaps as a "Revolution in Learning." Congressman Orval Hansen reports that "The market is there and growing, and we are interested in taking any steps at the federal level which may help the educational community and the industry come together to mutual advantage." Considerable publicity has recently been given the development of a relatively new process of Electronic Video Recording developed largely by Dr. Peter Goldmark. This player is an instrument which looks like a disk-sized copying machine and is connected to the antenna terminals of a television set. The following description is by CBS:

The film cartridge is placed on the player, the television set turned on to a channel that is not broadcasting, and the player starter-button pushed. The film automatically threads itself past an electronic sensor that converts the film image to electrical impulses and then transmits these impulses along with the sound into the television set. The player features buttons for speedy forward and rewind, a finger-tip adjustment for slow scanning of individual sequences; and the capability for freezing any frame on the screen without damaging the film.

---


20 Congressman Orval Hansen, Educational and Industrial Television, "Videocassettes--a Revolution in Learning", (September, 1972, IV, No. 9), p. 11.
or dimming, flickering or blurring the image. Since transmission to the set is direct and there are no buildings or other interference to contend with, there is no ghost image or other picture or sound distortion. Nor is there any projector noise to distract the viewer, or interfere with concentration, conversation, comment or supplementary instruction. The system can also be operated in normal light without lowering the shades."21

Libraries of Electronic Video Recorder cartridges may be available at costs below film and video tape. Educators can well see the numerous potentials for the distribution of educational materials by tape have not yet been realized.

Uses of Video Tapes in Educating Catechists

For many young people it is impossible to recall a time when television was not in evidence. Most young people are linked to the world of reality en route to and from school by the ubiquitous transistor radio, and participate in popular culture through records, tape recorders, and video tape recorders; television is simply another part of their environment. "The electronic revolution is far from over and its impact on the church is only beginning."22

The research that has been reviewed by Campbell states that "only the initiative and the financing prevent the church from using the taped television media as a means of communication."23 The catechists that learn under the auspices

of the church bring their unique backgrounds, abilities, and purposes to the learning process. Cultural conditions are immovable entities in learning. They are restless, turbulent, and changing in a world which is never the same.

The church, whose guidance the catechists seek, has concentrated in the eternal and universal aspects of life and reality. Individuals and their world context are seen as changing particulars in the context of ultimate concerns. This recognition of apparent changing finitude is not a denigration of them or their value in God's universe. It is simply the recognition that man, important and valuable as he is, is not God. The life of the church seeks the expression of these ultimate concerns in terms which they are meaningful to the specific persons and changing situations in which they live.

The catechist to whom the church entrusts the learners, and into whose hands the learners entrust their education, must stand as a bridge between two worlds—standing firmly in the faith and heritage of the church and in relation to the ultimate concerns which inform its life and at the same time being a part of the world of flux. It is as they are able to hold together these worlds and make a wholeness of them that the catechist seeks to continue the ministry of the Great Teacher. It would be presumptuous to hope that catechists should be successful or effective. But it would be tragic if they would fail to try through changes.  

24 Ibid., pp. 172-183.
The study made by Steward strongly supports the use of video tape when he reports the following:

The uses of video tape to train lay teachers rests on a broadened view of teaching ministry and on increased technical capacity to help us perceive and understand our life world. Because lay teaching is "caring for" in any life situation, basic teaching skills include the ability to perceive richly, make meaning flexibly and respond effectively. The portability, adaptability, replay capacity and personal impact of video tape makes it an important tool for the in-service training which most adequately can increase the skills necessary for the lay teacher. \(^{25}\)

The great problem of all in-service training is the containment of and the effective use of the wide variety of life interactions involved in teaching. Through video tape the broader arena of religious living can be shared by individuals in community.

In some ways a television presentation is superior to a live demonstration. A catechist who watches a demonstration on television gets an ideal view of what the teacher is doing and it is more intimate than it would be in a live demonstration, particularly when the picture is a zoom close-up. Television also eliminates the possibility of a catechist looking at a distraction since they can see only what is on the screen. The quality of the demonstration on video tape can be superior to a live demonstration given by an instructor who is fatigued and has already given the same demonstration several times that day. \(^{26}\)


If the church's primary concern is spreading the Good News to the universe through God's people then perhaps the church should consider how seriously involved the people are, in media. Video tape can be an effective tool in fulfilling the call to "Go Tell Everyone."

**Current Use of Video Tape as an Instructional Tool**

Educational television has been predominantly directed toward in-school instruction. Its use, however, is being extended to general informal education of adults, to in-service education of specialist groups, such as teachers, doctors, and dentists, and to programs for preschool children and youth at out-of-school times.

The Department of Education of Oberlin College has been experimenting with video tapes in two areas: in courses on principles of teaching and in the supervision of student and intern teachers. Peterson and Burleigh maintain that "in the courses, the video tapes have proved an effective resource for observing a classroom when the viewing is followed by an analysis of what was happening and why. In supervision, the video tape provides objective samples of classroom behavior that may be discussed and evaluated by the student teacher either with his college supervisor or with a group that might include his principal and other student teachers." It has


been observed that the video tape presents the total situation and leaves the evaluation to the viewer. Video tape provides an unlimited number of potential viewers in comparison to the limited number and the practical aspects which classroom visits invite.

The experimental use of video tapes at Oberlin College has suggested to the college supervisors several possibilities for their use in teacher education programs, public schools, and research on teaching. The following relates several of the proposals:

1. College supervisors might collect video tapes to accompany their recommendations to superintendents who are considering employing a student.

2. Curriculum director for a public school system might more effectively evaluate the curriculum, particularly if curriculum is equated with teaching.

3. The strengths and weaknesses of a staff might be noted to decide in what areas in-service programs are most needed.

4. By observing the children, problems in grouping might be noted, in addition to reactions to particular teaching materials and methods.

5. By using video tapes, a school psychologist could follow one child throughout his day in school and observe his behavior in a variety of situations.

6. Principals might use video tapes to supplement their recommendations for changes in the curriculum, for changes in grouping practices, and for the evaluation of teachers.29

Further research is in process at Oberlin College to discover more valid means to evaluate the effectiveness of teaching via video tape.

29Ibid., p. 37.
A study reviewed by Little and Hungerford was designed to measure the effectiveness of a video tape in teaching science methods students the instructional strategies and the psychological precepts associated with the Inquiry Development Program in Physics. The results of the study indicated that methods students "definitely felt positively toward the use of the video tape." The most prevalent reason concerned the value of being able to see an inquiry session as it was actually conducted. Both authors state, "that within the limitations of the study, it is safe to conclude that the use of the video tape in methods instruction can be very successful in conveying information concerned with the teaching strategy as well as in developing desirable attitudes toward that strategy. Given similar situations where teaching strategies need to be demonstrated, the use of this type of video tape should have a favorable influence on the attitudes of students enrolled in methods courses."  

A current study reviewed in the Mental Retardation News directs attention to helping mildly and moderately retarded students at Ruston State School in regard to Preparing for Independent Living. The students had the opportunity to view themselves during an interview and individually criticize their conduct along with their teacher. The students acknowledged their strengths and weaknesses after viewing the tape. The system has been widely used for producing and

---


31 Ibid.
video recording staff instruction on the varied aspects of mental retardation. In programs at the present time are series for first aid and nursing orientation for cottage parents.32

Video tape has become a key factor in training airline stewardesses. Lu Lawrence, coordinator of the Stewardess/Hostess program at Cypress College in California, emphasizes that much of the program's success can be attributed to the extensive use of video tape in its core courses. The tapes have various functions throughout the preparatory period of becoming a stewardess. The first few sessions the future stewardess analyzes his video image in voice and appearance. Video tape provides for a later analysis of role-play scenes. The last two sessions develop aircraft identification and field trips. Playbacks provide much discussion later in the classroom.33

The Board of Cooperative Educational Services in Yorktown Heights, New York, offers special education services for emotionally disturbed, brain injured, hard of hearing, or mentally retarded children from the school districts in northern Westchester and Putnam counties. The staff has been explaining the use of video tape as one of the tools for use in diagnosing the disability of admitting him to the program,


33Lu Lawrence, "Coffee, Tea, and Me on CCTV," Educational and Industrial Television, IV, No. 5, May, 1972, p. 27.
measuring the child's progress in classes, and guiding the teachers and clinical staff in their work with the child. Lewis and Liberman maintain that "the special education staff has found the video tape recorder an invaluable diagnostic and educational tool that will be continued to be used for future studies." 34

The study reviewed by Huston directs attention to the elimination of expense of travel and living while training at the home office of Mohawk Data Sciences. The training department discovered that much of its training could be handled in the field by video tape. Robert Campbell, the originator and manager of the video tape program, states that the Customer Engineer's ability to take training classes conveniently in their own offices "upgrades their skills with a minimum impact on their availability to service our customers' accounts." 35

Video tape was used to augment classroom training and provide a basis for seminars in the field. The realism and instant playback of video tape opened a new realm in the development of sales techniques. It gave salesmen an opportunity to see themselves in action and appraise the effectiveness of their own techniques. Video tape also solved the problem of information distribution from the home office to


35 Jan Huston, "VTRs at Mohawk Data Sciences," Educational and Industrial Television, IV, No. 10, October, 1972, p. 27.
the field. Tapes giving information about the proper procedures were made and distributed to the field offices, and the problem was solved. In just its first year, tape augmented the original training program by making it more efficient and economical.36

Making service training tapes for the Caterpillar Tractor can be a real challenge. When motion is required to teach the proper use of a tool or a particular piece of test equipment, video tape is used. Tapes are made on how to service old and new equipment. Caterpillar trainers can conduct training sessions in the field without having to use the actual piece of equipment involved. Video tape may possibly replace some disassembly/assembly manuals currently in use.37

The University of California's College of Medicine's staff has found that new uses of television present themselves as their instructors and students become familiar with the equipment and its possibilities. In addition to operations, many lectures and demonstrations have been taped. Unusual or illustrative cases are sometimes taped for use during the hospital's Grand Rounds sessions.

In psychology classes, individual students tape therapy sessions with consenting patients. In this way, individual

36Ibid., p. 41.

37James Walser, "Video Service Training at Caterpillar Tractor Co.;" Educational and Industrial Television, IV, No. 11, November, 1972, pp. 22-23.
learning experiences can be shared by the entire class, and a student who is working with a patient can receive the benefit of comments and suggestions from the instructor and other students. It has been observed that "reactions of others are more valuable since they have actually seen a video tape of the session rather than hearing a description or reading a report. Video tape catches important nuances which might be inadequately described or missing altogether from either verbal or written reports." 38

The University of California's School of Dentistry uses a video tape recorder to improve the teaching of oral diagnosis. This tool can be used to enrich the patient interview experience for dental students by providing rapid, comprehensive feedback. In addition, it can serve as a means to accumulate a library of tapes presenting a variety of cases and problems. 39

A review of current literature indicates that video tape recording is a valuable tool in both clinical practice and training activities. Its value lies in several characteristics of the system—memory storage, immediate feedback, repeatability, visual representation, and mobility. The application of the system is manifold: patient therapy, parent conferences, student training and intra and interdisci-

38 Alan W. Bock, "Bring the Hospital to the Students with T.V.," Education and Industrial Television, IV, No. 11, November, 1972, p. 18.

pline communication. Video tape replay results in increased information and insight into the behavior of patients, parents and clinicians. Video replay with visual and auditory feedback may lead to deeper and more objective understanding in all fields utilizing the clinical and academic setting. Its uniqueness is the capacity to provide an emotional and intellectual as well as factual transcript of events. It has been found that those who have access to video tape need not rely on memory or perceptions. Therefore, distortion is kept to a minimum and objectivity is maximized. 40

Each day that passes brings reports of new research findings which reaffirm or widen man's knowledge of the educational film as one of the most potent forces in modern life.

CHAPTER III

PROCEDURE

Purpose

The concern in contemporary education is the use of all the senses to improve the performance of students. Religious Educators in Special Education would do well to enhance learning through this procedure. This study is an effort to present a visual means of learning and increasing the effectiveness of catechists through video tape. The primary objective is facilitated through video tapes programmed to train catechists in teaching the educable mentally retarded in the area of Special Religious Education.

Design of the Study

It is postulated that educable mentally retarded children can be better informed about the Sacrament of Penance and achieve a higher level of learning through instruction made more effective by their catechists' having viewed video taped demonstrations.

The design consisted of twelve video taped lessons developing the major content area of the Sacrament of Penance Cycle. These tapes were produced by the author who was the video tape instructor. Children who participated as students were mentally retarded students of a private residential special school.
A group of Future Teachers of America students from the local high school voluntarily met in the Audio Visual room of St. James Hall on the St. Coletta campus. The author defined her position as a graduate intern student in the field of Special Education at Cardinal Stritch College.

A brief explanation was presented to the students concerning the goals and purpose of the research project. Some of the students formerly expressed interest in becoming future catechists for the handicapped. They were aware of needed training and essential experiences to become an instructor. The video tape recorder was introduced and explained as a tool for executing instructions in training future catechists. An elementary orientation of the Sacrament of Penance was given to the students.

The basic procedure was to use standard and available equipment. The purpose of this procedure was to allow for the availability of and the replication of the normal process of experimentation. The mechanical equipment used included the following:

1. Sony Portable Video Tape Recorder AV3600
2. Sony Camera tripod - Zoom lens
3. Sony Monitor 12 in.
4. Sony Black and White ½ in. Video Tape 7 in reel
5. Standing Microphone
6. R.C.A 27 in. Television

The students viewed the prerecorded tapes on the R.C.A. 27 in. television giving a larger viewing space. The audio visual room was designed for comfort in all respects in meeting the needs of this desired learning process. The viewing segment
of the study was completed after school hours so the area
was free from auditory distractions.

All instruments were designed by the author after
extensive research and study as to:

1. Definition
2. Sentence structure as used in this study
   applied in the broadest sense to diminish
   any influences that may have shaped at-
   titudes and values and to diminish any
   cultural determinisms
3. Phraseology
4. Sustaining a neutral interpretation and
   conclusion within the limits of semantics.

Instrument I was the tapes listed A-L and each letter
was a category to match a respective objective to illustrate
the Sacrament of Penance. These tapes were reflective of
the relationship of Jesus as Friend and the Commandments
one through ten. Note appendix A.

Instrument II contained the list of the 12 objectives.
It reflects the Ten Commandments and its application to the
learning process at the educable mentally retarded level.
The Ten Commandments were randomly distributed so that the
normal order of memorization was avoided and basic learning
had to take place. A time allotment of two minutes was given
to select and match the tape and objective. Note appendix B.

Instrument III was of an informative design. Students
had to fill in and relate appropriate words from the bottom
section of a printed page to numbered statements above. The
design was to relate what was being taught to one's under-
standing of the content. A time allotment of five minutes
was given to complete the informative statements. Note ap-
pendix C.
Instrument IV was designed around the case study technique to reinforce appropriate instructor responses to various behaviors during the lesson. The behavior category was chosen for those most typical of children in educable mentally retarded classrooms. A time allotment of fifteen minutes was given to complete the printed form. Note Appendix D.

Instrument V was an opinionaire designed for the college students who were in the process of training concerning the Sacrament of Penance at a local center for catechizing the handicapped. After viewing one fifteen minute lesson segment of the tape (weekly for six weeks) the content and lesson plan for that day was developed. The college students responded to the printed form and mailed the self-addressed envelope to the author within the final week. Note Appendix E.

Conditions for the Study

The author had arranged to serve as the instructor in developing the lessons treating the Sacrament of Penance on video tape. The lessons were taken from the Curriculum Guide for Special Religious Education by the Sisters of St. Francis of Assisi.¹

This curriculum guide was designed to provide an instructional basis for sacramental celebration. The Penance Cycle lessons concentrate on the showing of love for God by

doing what He wants us to do. Sin is presented as the decision to say "no" to God; Penance is the sign of return in sorrow to God's love and forgiveness.

The educable mentally retarded children of St. Coletta's School involved in the study came from the elementary and secondary level classrooms of Jefferson, Wisconsin. Classroom teachers provided released time for each particular child for a one hour period. This gave the author ample time to establish rapport, familiarize the child with the video taping equipment and surroundings in the room before television production. A short intermission after each fifteen minute lesson was necessary because of the fatigue factor and to allow the maximum effect of the laws of learning. The child was free to leave the room while the setting and props were arranged for the next lesson.

At the completion of the taping segments, each child was given the opportunity to view himself on the monitor as the tape was replayed. This served as a positive reinforcement and a reflective experience for the child.

Population of the Study

The population of this study was derived from the school enrollment of St. Coletta School, Jefferson, Wisconsin, containing a population of 180-200 students. Approximately 30 students were preparing for the Sacrament of Penance.

The subjects of the study were six randomly selected educable mentally retarded children enrolled at St. Coletta School, Jefferson, Wisconsin. This is a residential educa-
tional facility at which the author, verbally, taught religious lessons on a one to one basis. On the basis of the author's teaching experience in catechizing the Sacrament of Penance, six students were chosen to respond within the video process of learning. The sample included four girls and two boys. The age range included from 10 years of age to 16 years of age.

The prospective Future Catechists viewing the video tapes were composed of a total of thirteen junior and senior volunteer Future Teachers of America students from the local high school. Nine girls and four boys were involved because these students expressed an interest in becoming catechists and teaching the handicapped on a volunteer basis.

Six catechizing college students, who were in training and catechists, from the local colleges in the Madison, Wisconsin area, volunteered to view the tapes. These catechists were developing and teaching the Penance Cycle at a local center in Madison, Wisconsin with their subjects. The college catechists involved were four girls and two boys. Some of the college students were considering Special Education as their major in the field of education. It is by coincidence that the random selection resulted in an equivalent distribution of sexes.

The Administrator

The teaching process was standard in every respect except that each pupil was instructed individually by the author. The objective of the lesson was truncated from a
30 minute lesson into a 15 minute segment for video tape. It was possible to gain the attention of the child in this short learning period.

Prospective catechists found viewing 15 minute segments reasonable and maintained strong interest. Four 15 minute lessons were able to be taped on a one hour single 7 inch reel of video tape. The classroom lesson was expanded to a 30 minute period to provide the opportunity to work and teach at the children's pace. In the classroom situation, the number of children ranged between 15 and 25. More time was necessary to meet individual needs in learning. The curriculum plan, in the school, allocated 30 minutes for religious instruction.

Summary

The objective of this procedure was concerned with the effectiveness of video tape as a method in transmitting educational objectives, information, and techniques in preparing catechists for teaching religious education to the mentally handicapped. The response of the catechists and Future Teachers of America students in the sample was most favorable to viewing the video tapes and choosing this method. The educable mentally retarded students' reaction was encouraging to this process of education.

The method and summary procedure of the research design, explanation of the observations, descriptions of the population, and the function of the administrator was described in this chapter. The procedure was congruent with
the purpose and goal of this study and the results were received positively.
CHAPTER IV

INTERPRETATION OF DATA

The purpose of the present study was to determine the extent to which video tapes demonstrate and transmit the educational objectives in Special Religious Education to which each lesson was goal-directed.

Secondarily, through the process of executing the objectives, it was studied whether the lessons were informative in content to the catechist. Finally, the techniques demonstrated by the author, on a case study basis, were researched as to how they can contribute in helping prepare a catechist to teach the mentally retarded in the area of Special Religious Education.

Pertinent data for this study were obtained by having available the Junior and Senior Future Teachers of America students voluntarily view twelve video tapes produced by the author. College catechists responded to an opinionaire in regard to the video segments they viewed at a local Special Religious Education center.

Percentages for responses by the students in regard to instruments II and III were recorded. Student responses were literally reported and recorded for instruments IV and V. All instruments utilized in this study were designed by the author.
**Instruments I and II Data**

The data from Instrument II equates the proper video tape listening on Instrument I. This instrument indicated a 100% positive response from the volunteer Future Teachers of America students. Within a time period of two minutes, following each video tape, the students selected the proper educational objective and recorded the number to equate the video tape letter. The statistical percentage responses indicates that the viewers perceived the educational objectives being transmitted.

**Instrument III Data**

The data from Instrument III was of an informative design. After viewing all the video tapes, the students were to select the proper term from the bottom of the printed form and insert it in the appropriate incomplete ordinal statements above. This instrument indicated a 97% positive response from the prospective catechists. It was coincidental that the 3% of the students responded incorrectly to only the second statement of Instrument III. The word chosen was "pray". The correct word used in the statement is "talk". (God wants us to spend some time and talk to Him.) The small percentage of incorrect responses indicates that the transmission of catechetical information via video tape was an effective educational process in this study.

**Instrument IV Data**

Instrument IV was designed around the case study technique to reinforce appropriate instructor responses to various
behaviors during the lesson. After viewing all the video tapes, the students were to objectively respond to the case study statement. The following replies resulted:

1. If a child became emotionally involved during a lesson and began to cry, how would you cope with this behavior?

   a. One must immediately change the subject, do not become further involved with the concept that began it.

   b. I would try to change the subject. Get the child's mind off it for awhile, but go back and explain to him that it's OK to feel the she does about the subject in this case Coletta's family.

   c. I would try to calm the child and get them interested in another subject.

   d. Change the subject.

   e. Change the subject.

   f. Change the subject.

   g. Change the subject and try to explain that it is natural to cry at times when you talk about things that mean a lot to you.

   h. I would wipe the tears away and change the subject.

   i. Change the subject -- but don't baby them or they'll feel sorry for themselves.

   j. Try to explain a reason for tears, reassure the child that he was doing no wrong, and then switch to a happier subject.

   k. I would try to make her feel better, then change the subject.

   l. Redirect his attention to a different subject and perhaps return later to the emotional subject.

   m. Try to find why he is crying. Help him understand how he feels. Don't drop subject because it might come up again, but teach him to respond to it.
2. If a child gave you very little verbal response during a lesson how would you cope with his behavior?

a. Ask very simple yes and no questions to begin a communication and leave off sentence endings so they will complete them.

b. Say most of the sentence for her but leave out the important words for her to fill in.

c. I would ask the child if she understood me and if she did, I would ask more questions to get her to talk.

d. Ask him questions that require more than just a yes or no.

e. Coax him to say a word at a time.

f. Use the child's name. Try and get her involved physically.

g. You try to find things he would talk about and ask him questions that he has to answer and can answer easily.

h. I would make the child look at me and talk about the child and his family first to see if I could open him up.

i. Bring up things you know interest him, that will bring his attention back -- then slowly revert back to the previous questions.

j. Try to ask questions that the child might like to talk about -- maybe talk first about the child's fear of response.

k. Ask him questions about things he likes to get him interested and involved.

l. Give more chances for verbal response. Repeat words many times.

m. Repeat the desired answer several times, each time asking the child for the response.

3. If a child couldn't respond to you in a sentence carrying a complete thought, how would you provide to meet this difficulty?

a. Repetition and use short ideas.
b. Say the sentence but leave out the important words or main ideas for the child to fill in to see if he understands what you're trying to say.

c. I would ask simple yes and no questions.

d. Give him words to help him along.

e. Fill in the rest of the words for the child (the child filling in the important or main ideas)

f. Leave the important word out of the sentence and have the child say just that word.

g. Help the child along telling him ideas related to the subject so he can learn how to complete the sentence.

h. Help him through the more difficult parts of the sentence but still allowing him time to state what he can.

i. I would break up the sentence and gradually piece it together to get a complete thought.

j. Help him along by saying a sentence and put in blanks for him to fill.

k. Maybe try simpler topics for a while and repeat statements a lot so the child connects ideas and phrases.

l. At first pick subject of interest to child, through this they would be prompted to talk more.

m. Ask him questions with short answers.

4. If a child kept her head down during a lesson, how would you cope with this behavior?

a. Begin to change subjects and use interesting tangible objects.

b. Call her name, lift it up physically, use pictures or other materials to catch her attention.

c. Call her name or guide her head to look at you.

d. Use your hand to turn her head towards you or hold up pictures.
e. I would ask her questions by starting with her name. They usually respond when they hear their name.

f. Either call the child by name or more the child's head with your hand. Use pictures and other objects to attract attention.

g. You may call her name or tell her to please look up or you may lift her head up so she is looking at you.

h. Probably use a physical movement to get her head up and talk to her gently.

i. The process of showing a picture solves the problem in an indirect way without hurting the child. Repeated instances would require a more direct approach.

j. Look directly at her and get her attention through gestures, pictures...

k. Try to keep subject interesting. Elevate their head with your hand, and try to get them to regain train of thought.

l. Hold her head with your hand and tell her to listen and watch me as I talk.

m. Physically move the chin up. Unless the child would object, then try to talk about her fear of looking at people.

5. If a child was quite verbal and elaborated extensively on a related topic how would you direct this reaction?

a. As long as it pertains to the topic at hand, verbalizing is a good learning quality.

b. Ignore what she's saying and continue with what you were saying.

c. I'd listen to her but if she started getting off the subject, I would break in with a question about the subject.

d. Change the subject subtly as not to hurt her feelings.

e. Agree with him and then change the subject.

f. Ignore the child and try to continue.
g. Take her examples and fit them into what you were talking about. Try to condense what she was saying.

h. I would let the child elaborate on the related topic and listen to everything she said.

i. Discuss her topic briefly, then relate it to your own topic to try to get her back on the track.

j. Let them talk—it will clear their systems for later questions.

k. Allow them to talk if it is at all related to the topic.

l. I would go into it further if I knew she was interested.

m. It is good for them to talk and sometimes try to work it in with subject, but yet keeping it to a minimum.

6. If a child found it difficult to cite examples of daily life how would you cope with this difficulty?

a. Give some examples of your own.

b. Suggest some yourself first and eventually a response will follow.

c. I'd tell her some examples of things that had happened to me.

d. Give her a few examples.

e. Give him an example first or give him sentences leaving out words.

f. Suggest one or two examples.

g. Give her an example to give her an idea of what you want and then she can probably come up with a similar example.

h. I would cite an example of my own daily life first.

i. Bring up examples that happen to just about anyone or cite examples of things that have happened to you.
j. Relate examples from your own life then ask if the child has had similar experiences and ask her to relate them.

k. Give some examples of my experiences maybe funny ones to get her attention.

l. Maybe this child has no daily life. This child hasn't had the chance to see nature. Do things family style, have picnics, parties, etc, with many people.

m. Study the child at other times so you can help him with examples from his life.

7. If a child needed considerable time before a response would come forth, how would you cope with this behavior?

a. Help her out by beginning the statement and letting her finish.

b. Patience, please!

c. Repeat the question several times, or give him the starting sound of a word if it is a one word answer.

d. Start out with an idea or example and let the child finish.

e. Simple clues to help the child and show him he is on the right track.

f. Probably help her to complete the response and repeat it several times.

g. Give easier questions and/or help them with sentences and have them fill in the blanks.

h. Let her think awhile until you think she has lost the train of thought, then either repeat or go on to the next subject.

i. Captivate their interest, and work it into subject.

j. Help her along with the answers and repeat the questions till she knew.

k. Help her along at first and try to get her to respond faster.

l. State the questions in different words.
m. Give her some time to think, but I'd help her along as much as possible.

8. If a child is unable to think abstractly how do you compensate?
   a. Again basic and simple ideas and suggest for them.
   b. By using something such as the statue of the sailor.
   c. By using examples or objects which would carry the same idea as the abstract thought.
   d. By using concrete materials.
   e. By using concrete materials.
   f. Use concrete material.
   g. Give him an idea or thought to start the ball rolling— he'll follow your lead.
   h. Use more concrete examples then relate them to abstract ideas.
   i. Present concrete materials.
   j. Expand on what you want so they get more of an idea of what you want.
   k. Work with groups.

9. If you want to get a certain important word or thought across to the student how do you provide for this?
   a. Go at it as many ways as possible before actually telling the child the answer.
   b. Omit it from a sentence and perhaps they will recognize its absence otherwise repetition.
   c. Keep repeating. Try to make the word stand out in a lot of the sentences.
   d. I would put it to her in different ways.
   e. Visual aids.
   f. Repeat the sentences or phrases with the words in it.
g. Lead up to it with a basic example. Repeat and stress the word.

h. Give examples and use the word in several different ways.

i. Slip the word or idea in every few lines to get the message across.

j. I would first give a few examples and then I would repeat the word. Change sentence structure. God is the father. Who is the father? God.

k. Assign it an importance, as a "special word" or symbolize it in simple ideas and words from everyday life.

l. Repeat it. Give many examples.

m. Put the words on a board. Use tangible objects. Try to get all senses working.

10. If you want to reinforce what the child has responded what would you do?

a. Repetition and give it a personal meaning and touch.

b. Give her an example. Ask her to repeat it for you.

c. Repeat it. Ask her about something else and then go back to it. I'd stress those points.

d. Ask the question again.

e. Go over it again and ask the child to repeat it back to you.

f. Say it again or have the child repeat it.

g. Review the lesson and stress the main points and have student talk about the important points (to him or her)

h. Repeat it in different words or cite a similar example.

i. I would agree with what she said and repeat it several times.

j. Praise the child for a good response, then repeat it with a conviction that the child thinks in similar terms as you do.
k. Congratulate her for a good answer and talk about it further.

l. Review the one simple concept from different angles at strategic points in the lesson, during a lag and before the end.

m. Repetition from child and yourself.

A time period of fifteen minutes was sufficient for the students to perceive this behavior exhibited by the child and objectively respond to the case study statement. All replies were acceptable and in many respects identified with the author's technique in coping with the situation. The students found this instrument most challenging because it stimulated objective thought and creativity.

Instrument V Data

Instrument V was an opinionnaire designed for the college students who were in the process of catechetical training concerning the Sacrament of Penance. Those students viewed the video taped lesson on a 12 in. Sony monitor twenty minutes prior to teaching the particular lesson to their handicapped child.

After viewing seven fifteen minute video segments over a seven week period, the college catechists were to respond to the opinionaire in regard to their situation. The following replies resulted:

1. Has your opportunity to view video tapes helped clarify Theological concepts which you have been asked to present to the child? Please explain.

   a. Not really. The concepts that we were to present were quite clear and understandable, to me anyway. They only helped in the approach.
b. Actually viewing the teaching methods and concepts has been a big help in knowing how to get an idea across to Pat. Although we have very adequate lesson plans the pre-viewing and going through what is expected of us as teachers gives me a note of confidence in knowing how to handle a particular lesson.

c. Yes. I feel that through the tapes the instructor was able to see how to go about the lesson. Many times I followed exactly what I had seen on the tapes. I was, also, able to see how to simplify the concepts that were to be taught.

d. Yes. I almost always felt at a loss for ideas to reach these concepts. The video tape supplied those ideas if we needed them.

e. No. Having attended Catholic schools for many years, the Theological concepts were quite clear in my mind.

f. Yes. It's much clearer when you can see, and hear it presented rather than just reading it.

2. Have the video tapes helped you develop new techniques with your student? Please specify.

a. Yes. I can't point out specific lessons, but in some I found different ways of saying something or a different approach than stated in the lesson plan. (Usually they followed the plans.)

b. Yes, the many ideas that come across the screen are endless in comparison to what one might find in a written lesson. Seeing something done in a particular way says more than having it written down and perhaps going unexpressed.

c. If by techniques you mean teaching the concepts in different manners, yes. By using examples of her fellow students on what is right and wrong (as in stealing); by using pictures for identification; by using the puppet (when teaching about telling the truth).

d. No. I was familiar enough with my student and knew how to reach him.

e. No really new techniques, but it has helped so that I know how to approach.
3. How have these video tapes been most helpful in your class preparation? Please specify.

a. They have helped me find more examples when stated in lesson plans to give more. (Examples -- Lesson I, IX, XIV, XV, and possibly others.)

b. After reading over a lesson this viewing of the video tapes usually answers any questions you may have. It presents new ideas at the same time for the lesson itself for you to try for variance.

c. They were most helpful in giving me a starting point on which to base my lesson. And as I stated before they helped simplify the lesson more to their level of understanding.

d. Yes. Extremely helpful. They gave me the basis for my lesson and clearly defined what points I should bring out.

e. They tell me how to approach the lesson.

f. They have helped me observe several possible techniques for teaching concepts and also helped me to think of questions and point of emphasis.

4. In what aspects are video tapes least helpful. Please specify.

a. Sometimes, speaking for myself, I rely on them too much instead of coming up with some original ideas of my own.

b. All of the tapes seemed to be presented to a child at one same level, thus not helping those on the different levels. Some of the participants seemed to get the lesson very quickly and so you could go into more depth with them. (But of course this wouldn't have been known before taping them.) My only complaint of the lessons was that some of the lessons were very complicated and others very simple.

c. They dealt with only kids who didn't cause any trouble and I think of kids with high mental abilities not at all like the retarded we're dealing with.
d. The only objections are: 1) couldn't hear it all the time, 2) my student was not on the same level as the video tape student.

e. They can only show one level of a theological concept. There are almost as many different levels of comprehension as there are children.

f. Towards the end, they were mixed up. I prepared and brought materials for the next lesson but the tape was on a different lesson. You can't use the same methods used on the tapes at all times because naturally, the kids are different. The children that were on the tapes seemed somewhat "smarter" than some of the ones we have, so it's hard at times to adapt the lesson to him.

Comment: One thing that made things difficult (but probably something that couldn't be helped) was the fact that the Penance Cycle itself got started so late. We had to rush to get through it in time.

The majority of students responded most favorably toward what they viewed on video and what was professionally expected of them as catechists. A high percentage of students requested to continue viewing the video tapes after the study was completed.

Summary

In the evaluation of this particular tutorial program, devised to increase the effectiveness of the catechist there was indication of an increase in the comprehension skills of the future catechists through the numbers and types of responses. The basic design of this procedure was quantitative-descriptive, in which the hypothesis was tested. The effect of this specific program was favorable in helping catechists obtain their objectives in educating the mentally retarded.
Purpose and Problems

Generally most religious educators are aware that an effective change has taken place in the techniques of religious education. There has been a shift from an abstract, ideological approach emphasizing memorization and intellectual mastery to a more experiential approach requiring involvement of the total person: mind, emotions, imagination, senses, and emphasizing personal understanding and commitment. The function, then, of Special Religious Educators is to make the Faith living, conscious, and active through the educative process.

Video tape is a technological advancement in the science of education that is an asset to learning especially in training future catechists working with mentally handicapped students. The extraordinary interests of video in our culture and the high impact of visual learning facilitates positive response, conceptualization, and retention.

The present study was conducted to determine the extent to which video tapes demonstrate and transmit the objective of acquiring information. Moreover, an effort was made to explore positive techniques in the lessons for preparing paraprofessional catechists and to teach the mentally retarded in the area of special religious education. Tripodi summarizes this statement as follows:
In the evaluation of a tutorial program devised to increase the reading skills of students, for example, hypotheses might not be specifically stated, but the research design may involve the random assignment of students either to an experimental group for tutoring or to a controlled group which does not receive tutoring.1

Population and Data

The six educable mentally retarded children (10 years to 16 years of age) involved in the production of the video tapes were enrolled at St. Coletta School, a private residential facility in Jefferson, Wisconsin. These children were taught on a one to one basis for each video taped lesson. The resource for the lessons was selected from the Curriculum Guide for Special Religious Education. Lessons seven through eighteen were chosen to be video taped because of the sequential development and major concepts for developing the Sacrament of Penance. All video taped lessons were prepared in advance of the scheduled time of viewing.

The Future Catechists viewing the video tapes were thirteen junior and senior volunteer students of the Future Teachers of America from the local high school. These students expressed an interest in becoming catechists and working with the handicapped in their community on a volunteer basis.

Six college students, who were in training and catechists, from the local colleges in the Madison, Wisconsin area, volunteered to view the video tapes. These catechists were in the process of developing the Penance Cycle with their handi-

capped child at a local center in Madison.

On the basis of observations and objective findings the author found that the response to video lessons was very favorable, the participation was excellent, the responses and interest were higher than through ordinary teaching methods, the retention was very rewarding and the request for similar video lessons was encouraged.

In order to obtain maximum effectiveness of these video tapes the following procedures are recommended:

1. The lessons on the tapes should be congruent with the scheduled assignments for that period of teaching.

2. Due to the nature and the universality of the reference guides the visualization of the content should apply to all geographical areas.

One of the basic strengths this study disclosed was, that there is a positive relationship between catechists and their ability to learn through video taping. Video taping is a method of teaching that encourages a positive and reinforcing relationship to learning. Another strength of the study was that the ratio of absorption in learning the content was very favorable. It is proposed that only minor modifications of the video tape process be studied in order that the catechists are not overly burdened with other religious processes.

The limits of the study would include the following:

1. A restriction to volunteers
2. The age group of the handicapped
3. The availability of video equipment
4. A wider range of handicapped mental capacities should be explored to determine the extent and scope to student responses.
Suggestions for Further Research and Concluding Remarks

The purpose of education is in every sense a combination of many disciplines. It is a unifying effort that unites the philosophy of life, perception, and procedures. The appropriate concerns of education are the use of techniques that form a synthesis in learning that includes the scientific and religious aspects of one's destiny. The dimension of concern in this study is the use of video tape to enhance the learning comprehension of catechists that results in positive and creative teaching. The mechanism of video tape in teaching catechists is a proper mechanism to reach a suitable end. It is a singular event offering a better opportunity in learning and can be used with a good deal of validity and reliability.

A special educator has observed:

...retarded children need a teacher who is encouragingly "impatient" and realistically demanding—one who requires them to "stretch a little more each day" to meet her continually revised expectations for them.  

Essentially, the author has tried to establish that the use of video tape in a regular fashion, broadens and enriches the discipline of learning.

This study and its findings are suggestive of application, and development of related procedures in learning through video tape for all catechists in all areas. The hypothesis projected a positive relationship between catechists

---

and their ability to learn through video tape. A conclusion was that video taping of lessons is a desirable methodology. The method employed was empirical and met the qualifications for a quantitative descriptive study. The data was systematically collected and the measure of a concept favorably specified.

The implications for future study would involve the definition of other religious categories for teaching purposes through video tape. The problem of definition would need to be related to the role and expectations of the students. Therefore, studies relating a religious conceptual definition to the operational definition may prove fruitful. An alternative way of presenting the hypothesis that video tape learning has positive results would be to state the hypothesis in terms of the verbal versus the video method of learning. Questions concerning students in a particular school setting in a particular geographical area would be a contingent variable in relation to another area. The time factor would need to be explored as a cause and effect relationship within the laws of learning. The selection of catechists is a characteristic that can be enlarged for greater sampling procedures. There are favorable indications that video tapes viewed with the teacher and students together have encouraging results. Studies should be explored where this factor can be replicated. One implication for further study is the training of non-catechists for instructional purposes and remove that role requirement as a consideration in teaching within the area of similarities and
differences in the sex and personality of the instructor. The data suggests the need for further study in expanding the sampling and noting the effectiveness in executing the assignments. There is general agreement that the objectives of religious education in most forms can be enhanced through the use of video tape so that: the emotional as well as the potentials for learning are made more effective and rewarding through receptive methods. Video taping lessons for catechists in the instruction of the handicapped meets that requirement very well.
APPENDIX A
### TAPE OBJECTIVE

<table>
<thead>
<tr>
<th>TAPE</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES (select only 1)

1. To introduce the sixth and ninth commandment: God wants us to keep our bodies holy and take care of them.

2. To introduce the eighth commandment: God wants us to tell the truth.

3. To introduce the third commandment: God wants us to show Him special love on Sunday.

4. To present the concept of sin as saying "No" to God as choosing not to do what God wants.

5. To introduce the first commandment: God wants us to talk to Him.

6. To present the concept of sin as saying "No" to God when we know He wants our "Yes". To clarify the distinction between temptation, accident, and sin.

7. To introduce the seventh commandment: God wants us to respect the things He has given to other people.

8. To present the concept that God is all forgiving. We as His forgiveness in the Sacrament of Penance.

9. To introduce Jesus as our friend, sent by God to help us and show us how to do what God wants.

10. To introduce the fifth commandment: God wants us to be kind to everyone.

11. To introduce the second commandment: God wants us to talk about Him in a nice way.

12. To introduce the fourth commandment: God wants us to love our parents and do what they tell us to do.
INFORMATION QUESTIONS (fill in)

1. Jesus is my friend. He will show me how to do what ____ wants.

2. God wants us to spend some time and ____ to Him.

3. God wants us to talk about Him in a ____ way.

4. ____ is the special day we show our love of God by going to _____.

5. God wants us to ____ and do what our ____ tell us to do.

6. God wants us to be ____ to everyone.

7. God wants us to take ____ of our bodies.

8. If we take other people's things we are ____.

9. God wants us always to tell the _____.

10. To sin means to say ____ to God's love.

11. Sometimes we feel like saying "No" but we do not. This is a _______.

12. No matter what we do if we are truly sorry God will ____ us.

CHOOSE FOR FILL IN

temptation talk stealing
Mass parents nice
No Sunday care
God Love truth
Monday forgive kind
accident sin pray
1. If a child became emotionally involved during a lesson and began to cry, how would you cope with this behavior?

2. If a child gave you very little verbal response during a lesson how would you cope with this behavior?

3. If a child couldn't respond to you in a sentence carrying a complete thought how would you provide to meet this difficulty?

4. If a child kept her head down during a lesson how would you cope with this behavior?

5. If a child was quite verbal and elaborated extensively on a related topic how would you direct this reaction?

6. If a child found it difficult to cite examples of daily life how would you cope with this difficulty?

7. If a child needed considerable time before a response would come forth how would you cope with this behavior?

8. If a child is unable to think abstractly how do you compensate?
9. If you want to get a certain important word or thought across to the student how do you provide for this?

10. If you want to reinforce what the child has responded what would you do?
1. Has your opportunity to view video tapes helped clarify Theological concepts which you have been asked to present to the child? Please explain.

2. Have the video tapes helped you develop new techniques with your student? Please specify.

3. How have these video tapes been most helpful in your class preparation? Please specify.

4. In what aspects are video tapes least helpful? Please specify.
BIBLIOGRAPHY
Books


Unpublished Materials


Follis, Lee, Project Director. "Use of Closed Circuit Television to Improve Teacher Effectiveness." Research Project conducted by the Fontant Unified School District, Grant No. 704062.00, 1961.


Periodicals

Bock, Alan W. "Bring the Hospital to the Students with TV." Educational and Industrial Television, (November, 1972), 17-18.


Brophy, John W. "VTR Integral to Classroom Instruction." Audiovisual Instruction, SVI, (April, 1971), 36-38.


Donner, Stanley T. "Television in Teacher Training." CETO NEWS, No. 6 (March, 1965), 5-8.


Hansen, Congressman Orval. "Videocassettes--a Revolution in Learning." Educational and Industrial Television, (September, 1972), 11.


Huston, Jan. "VTRs at Mohawk Data Sciences." Educational and Industrial Television, (October, 1972), 27.


Scouller, Joan E. "ITV: A 'Second Teacher' for First-Grade Reading." Educational Television, (September, 1971), 12-15.


Stone, Robert. "1/2 inch VTRs Record Therapeutic Progress." Educational Television, (June, 1971), 9-12.


Woodcliff, Charles M. "Implementation: Key Strategy in Improvement through Technology." Educational and Industrial Television, (October, 1972), 48-49.

Curriculum
