PLANNING, PRODUCING, AND USING INSTRUCTIONAL M·E·D·I·A

SIXTH EDITION

JERROLD E. KEMP
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PLANNING, PRODUCING, AND USING INSTRUCTIONAL MEDIA

6 edition

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MASK FOR HALF-FRAME FILMSTRIP FRAME

The area enclosed within the black rule gives the outline of the mask for a 35mm half-frame filmstrip (proportion 3 × 4).

PREFACE

This book has always been more than a "how-to-do-it" reference. From the first edition, attention to planning—before making pictures—emphasized the intellectual activity required in media production. In each succeeding edition, explanations of the planning process have been refined. We have long realized that planning cannot take place without considering other matters that will affect decisions made through the planning stages. Through various editions, new sections and complete chapters were added on subjects of (1) instructional design and the role of media resources within it, (2) the process for selecting media to serve specific objectives, (3) principles of perception, communication, and learning theory that are basic to teaching and media design, and (4) research findings that affect the design of media. From the second edition, review questions and suggested activities in each chapter encouraged greater user involvement with the text—what is now labeled "interaction"!

In this edition the evolutionary process continues. A new section on using instructional media is added to this edition. It includes chapters on locating, evaluating, and selecting media, on operating media equipment, and on integrating media with instruction. These chapters include study activities designed to make experiences with media more satisfying and more successful.

Greater attention is given to learning theories and to research results relating to interactive media design, along with related topics. Microcomputer equipment, programs, and procedures for preparing graphics, making overhead transparencies, and electronic desktop publishing receive detailed treatment. Videodisc production is now an important aspect of the video recording chapter. The chapter on computer-based instruction (CBI) has been replaced with one entitled "Interactive Learning Media." In it, we examine how greater learner participation can be included, first when designing conventional media and then planning for interaction involving the newer media forms, including the microcomputer for instruction, computer and videotape, and computer with videodisc.

Anticipating the question "What's new and what have you changed in this edition?" we looked back over the previous five editions (from 1963 to 1985). It is quite revealing to see the new topics that have emerged as well as those that have disappeared and those that have continued to receive attention.

Slides and overhead transparencies have been the most durable forms of media treated in these six editions. Interest in slides and their preparation techniques continues to evolve and grow. Because of the ease with which attractive transparencies are made, the overhead projector maintains its strong position among instructional media. Over the years, some transparency preparation methods have been dropped and new ones added. Now the emphasis on electrostatic copy procedures, computer graphics, and computer-based electronic display devices strengthens the popularity of overhead projectors even more.

The most spectacular change we have witnessed has been the gradual decline of motion picture production and the rise of video recording. In the earlier editions, television production took place in a "big camera" studio environment. Then in 1980, video started to be interchangeable with film. Now you will find little reference to motion pictures since the compact size, low cost, and easy-to-use video equipment has almost entirely replaced film for local production.

We want to thank the many individuals who have contributed to the evolution of this book and especially the reviewers for this edition:

- Dr. M. David Merrill, Utah State University, who reviewed the summaries of learning theories added to Chapter 2.
- Dr. Charles Kanyarusoke, Indiana University of Pennsylvania
- Dr. Richard Lamberski, Indiana University of Pennsylvania
- Dr. Paul H. Denton, Andrews University
- Dr. Wayne H. Westerman, Central Connecticut State University
- Dr. George Cochern, San Jose State University, created the cartoons that opened each chapter.
- Richard Mills assisted in solving numerous problems with graphic illustrations and size changing through reproduction.
- Daryle Webb provided advice and reactions on many new graphic techniques, and contributed ideas for many chapter cartoons.
- Romaldo Lopez and Tom Tutt were called on for their photography expertise in preparing a number of new illustrations.

Finally, our appreciation to both Ron Carraher and Dick Szumski, who continue to handle the main responsibilities for the new art and photography you see in this edition.

Jerrold E. Kemp
Don C. Smellie

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