MODEL FOR AUDIENCE FEEDBACK FOR EDUCATIONAL FILMS

A PROJECT REPORT

EXECUTED BY:
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GUIDE :
MR. RAVI POOVAIAH

Abcd

PRESENTATION :
8 OCTOBER 1991

This Report That Follows
'TAXONOMICAL STRUCTURE'...
Is Based On The 'GRID'
Presented On This Page.

MODEL FOR AUDIENCE FEEDBACK FOR EDUCATIONAL FILMS

VISUAL COMMUNICATION SEMINAR PROJECT

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE MASTER OF DESIGN DEGREE IN VISUAL COMMUNICATION .

SUBMITTED ON : 4TH OCTOBER 1991.

Executor :
M. Madhava Hebbar

Guide:
Mr. Ravi Roovaiah

**PRESENTED ON :
8TH OCTOBER 1991**

**AT:
IDC, IIT, POWAI, BOMBAY - 76**

My Most VALUED
Acknowledgements to,
Staff and Students of

IDC...

for bearing with ME.

My Hearty
Regards to my
GUIDE,
Ravi Poovaiah.

Font that attires the
pages held by
FEVICOL ® is
AVANT GARDE

SPECIAL THANKS TO :

Bombay Locals, Bombay
Auto Rickshaws, BEST Buses,
Carona Sahu Footwear and
Maharaja Footwear,
Bombay Rains, Lawyers at
Bangalore, Mosquitoes
and Rats of H5.

THANKS TO :

MY EXAMINER

Mr T. Phani &Mam'Anuprita,
Mr Rajiiv - Mam' Arthi &
Mr Sanjay, Mr K. P. Sinha, Mr
Manish Jain, Mr Sreekumar,
Mr Venkat, Mr Rajendra
Parmar, Mr Jyothi John, Mr
Sujit Kumar, Mr Kassati,
Mr Lohadia, Mr Pinaki,
Mr.Maury, Mr RajKamal,
Parag Vyas, Mr Rajan,
Mam'Leena Prakash, Mam'
Amrit Kaur, Mam'Prithvi
Diwanji & Mam' Sharmila.

DEEPLY DEDICATED TO
INITIATORS
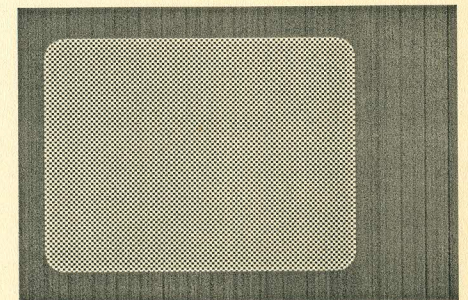
APPROVAL SHEET

THE VISUAL COMMUNICATION
SEMINAR PROJECT ENTITLED
' MODEL FOR AUDIENCE
FEEDBACK FOR EDUCATIONAL
FILMS ' BY M MADHAVA HEBBAR
(89 61 30 23) IS SUBMITTED IN
PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTER
OF DESIGN DEGREE IN VISUAL
COMMUNICATION.

SIGNATURES :

DATE :
8TH OCTOBER 1991

GUIDE : *MMS. 7/4/92*

EXAMINER : *[signature]*

INTRODUCTION

EVALUATE, EVALUATE , EVALUATE... was that morning alarm... i think i started off... what to evaluate.... my dreams...!

Morning 9.15, i was at IDC... actually working on my project 3 on type design... and that durable day was my first presentation of this seminar project... yes.. but then... it matters less... as i had proceeded into main designing of the letter form... once something starts it never will have problem... thought over is clear... not to call it crystal clear... yes maybe, spectrum clear ! .

Then that favourable day was to be faced with a presentation of basic outline and aim as whole... i knew it.. i had prepared a bit ... my Guide was always there... omnipresent.., omnipotent.. i had just spoken a day before... "Ravi what do you expect yaar...what am i supposed to do"...and.. i feel he was crystal clear... as, when ever dealt with he is... so he briefed me... " see tou are supposed to collect all the available material on the EVALUATION methods, go through the papers written by the some prominent evaluators, perhaps, form a wholistic opinion of the methodology involved... also see whether you can suggest a model for it ....

... apply the model you have suggested, to those films... from IDC,... perhaps, reddys film .. and your film... do it at TISS.. take help.. atleast by the end you must set a base for future application... may be you may have to see how design as whole is evaluated... and whether is the same true in context of films...

YEAH ! said i... went and gave the presentation... there were quite few people around... i talked a bit .. to tell what i had discussed... pow came few suggestion... one even insisted not to evaluate my film as i may get biased...

From that day onwards i made up my mind to do lil' bit of work on it so that i present on time... but then hurdles took over... which may take pages to full... but may not be worth a penny..!

So today, 26th september 1991 day where 80% of the work is complete... though not the way it should have been... as executor strayed into area of associated topics, such as... Problems & Wicked Problems to Feedback to Operations Research and so on...it seemed interesting yet never ending topic to operate... untill my guide sirened to end the refernce and come out with conclusions... which includes the

the main feature of the project 'The Evaluation model'... so the work of compilation started..

What ever was dealt thru the books... have been reduced into a Taxonomical Structure of charts... they have been structured in parts... with bare miunimal explanation... this whole report thus remains as a base for further initiatives...

Though it could be quite taxing to go thru the pages filled with taxonomical charts, it could just be helpful as a reusable material...

Bibliography takes a frontline position as it could be a glance thru material which is not to be missed... and also this report is almost a reduction of what has been dealt in those papers / books... and is of prime importance to the future user.

Further before i end... the last line as a forte is in Avant Garde bold.... i.e.,

EVALUATION KEEPS DESIGN ALIVE

BIBLIOGRAPHY

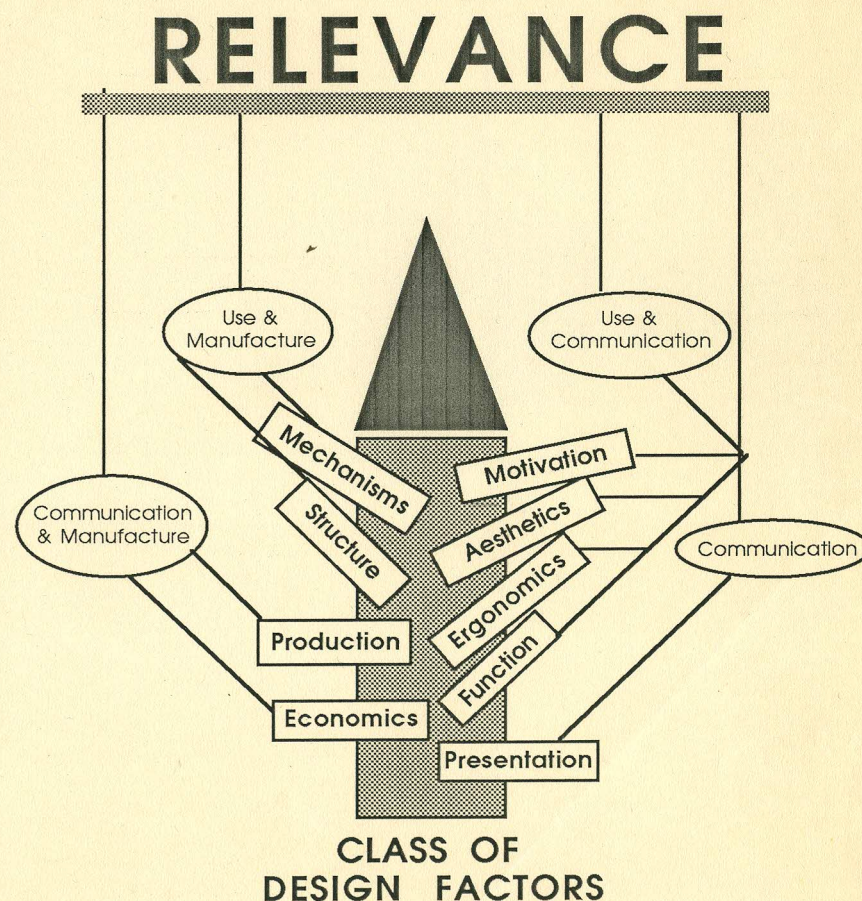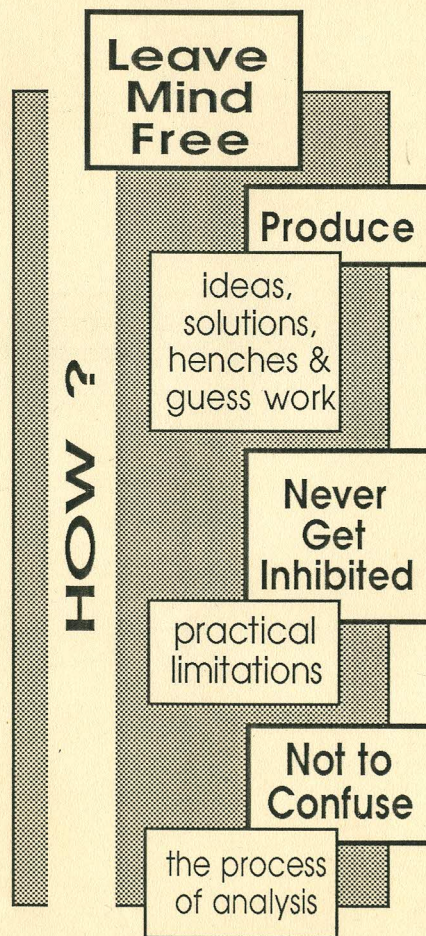| BOOK / PAPER...	AVAILABILITY/AUTHORED BY:	CHAPTER / PAGES OF PRIME IMPORTANCE....
A Handbook of Educational Technology.	IDC LIBRARY / Fred Percival & Henry Ellington	Chapt., 4 - 8.
Developments in Design Methodology.	IDC LIBRARY / Edited by Nigel Cross.	Part Three.
Developing Auto - Instructional Material.	IDC LIBRARY / A. J. Romiszowski.	Part 4&5.
The Psychology of Illustration.	IDC LIBRARY / H. A. Houghton & D. M. Willows.	Chapt., 2 & Chapt 5
Knowledge Aquisition in the Content Area Classroom.	IIT Central Library / J. R. Levin & Anglin.	Paper Contribution.
Art and Visual Thinking.	TISS Library / J. M.Royer & S. J. Brisbrock.	Paper Contribution.
Psychology of the TV Image.	TISS Library / J. Baggaley.	Paper Contribution.
Evaluating Educational TV and Radio.	TISS Library / T. Bates & J. Robinson .	Paper Contribution.

THE DESIGN PROCESS

DESIGN METHODOLOGY

Resolve Conflict

| Logical Analysis | VS | Creative Thought |

DESIGN begins with **IDEA** fulfils **NEED**

RELEVANCE

HOW ?

Leave Mind Free

Produce
ideas, solutions, henches & guess work

Never Get Inhibited
practical limitations

Not to Confuse
the process of analysis

Use & Manufacture

Use & Communication

Communication & Manufacture

Communication

Mechanisms

Motivation

Structure

Aesthetics

Ergonomics

Production

Function

Economics

Presentation

CLASS OF DESIGN FACTORS

BRIEF

DESIGN

PERSON

TOOL
Media

INTERACTIONS BETWEEN DESIGN FACTORS

Factors Influencing

X   Y   Z   A

interactions

PERFORMANCE SPECIFICATIONS

To Check Whether these Change the whole Design.

WORK
Views /
Understands /
Recieves.

Imagination works well only if thoughts are free to alternate between all aspects of problem.

Logic works well only when systematic step by step sequence is of least departure.

Design Methods should permit both kinds of thought to proceed together if any progress is to be made.

So a Methodology becomes more authentic when Logic and Imagination is kept separate by External rather than Internal means.

HOW ?

PROVIDE ——— System of Notation.

RECORD ——— Every Information of Design Outside Memory

DIFFERENTIATE ——— Not to Mix

ACTIVITY ;

* **Environment Acts on Person,**
* Person Views / Understands / Works on Design,
* Design Reacts on Person,
* Person Understands Media,
* Media Performs / Communicates the Idea behind the Design,
* Idea Communicated Reacts on Media,
* **Environment Acts on Person.**

IDENTIFYING CONSTRAINTS THROUGH :

* What is the **Unknown** & the **Condition** ?
* Is it Possible to **Satisfy** the**Condition** ?
* Or is it **Redundant** / **Contradictory** ?

Random List of Factors >
*What can be **NEW** ?

Classification of Factors >
* **Ideas, Solutions & Designs.**

Important Quotes....

* State Clearly what one does not know and with in what limits..

* Caluclate and Estimate the Limits of Errors in an Experimental Situation.

* Before Designing / Redesigning decide what actions will be taken for Each of the possible Outcomes.

Source of Information....

* Ideas & Design that Exist...
* Information on Requirements..
* Literature / Library / Information Services...
* Extraction of Relevant Information from Experienced Persons...
* Separating Opinion from Fact (by asking several person the same question)...
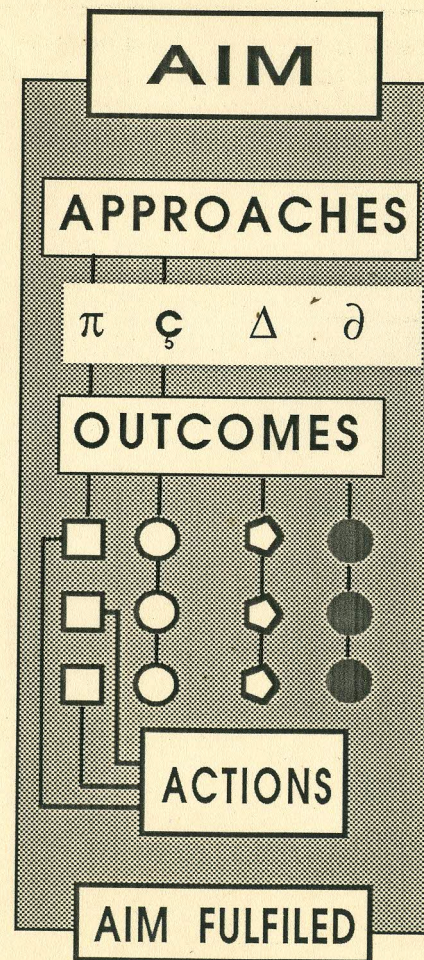* Judgement Between the existing Limits...

BRIEF

Previous pages have outlined the design process, the methodology, factors that bind etc.,

We have also dealt with the process of thinking and interrelated interactions that influence the whole design thought process...

We shall discuss certain types of PROBLEM which designer or a commmunicator deals online...

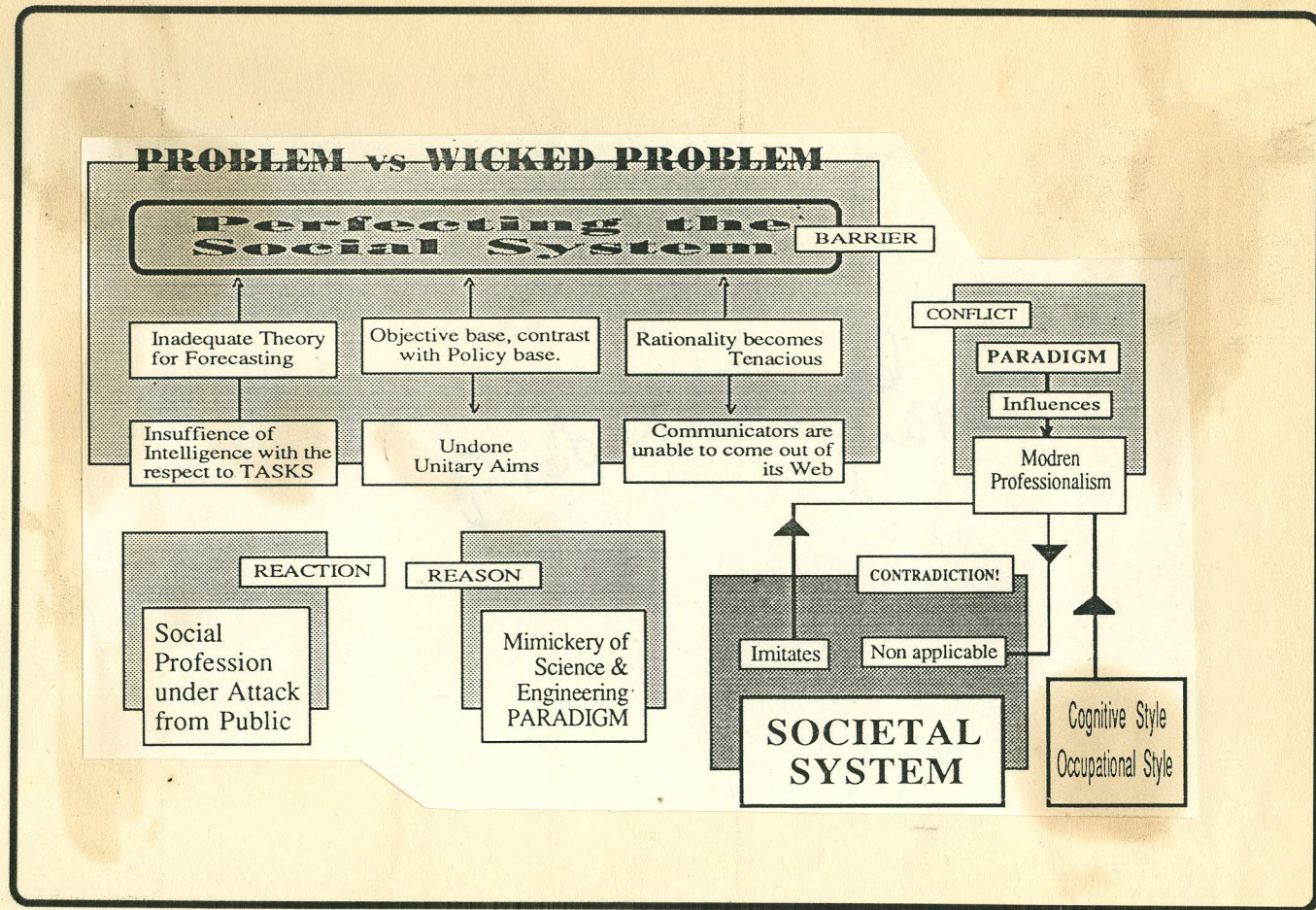Further before we end this chapter lets see how Aim of design can be built upon... with the help of ideals such Approaches, Outcomes and Actions.... chart beside indicates the clear picture of finalising the goals.

DESIGNER IS A PLANNER WITH AESTHETIC SENSE!

AIM

APPROACHES

$$\pi \quad \text{ç} \quad \Delta \quad \partial$$

OUTCOMES

ACTIONS

AIM FULFILED

DESIGN PROBLEMS CONTEXT -COMPARISION

sorry avant garde I... charts are in TIMES.

PROBLEM vs WICKED PROBLEM

Perfecting the Social System

BARRIER

| Inadequate Theory for Forecasting | Objective base, contrast with Policy base. | Rationality becomes Tenacious |

CONFLICT

PARADIGM

Influences

| Insuffience of Intelligence with the respect to TASKS | Undone Unitary Aims | Communicators are unable to come out of its Web |

Modren Professionalism

REACTION

REASON

Social Profession under Attack from Public

Mimickery of Science & Engineering PARADIGM

CONTRADICTION!

Imitates | Non applicable

SOCIETAL SYSTEM

Cognitive Style Occupational Style

Problems a communicator / designer deals with are different from those problems dealt in science....

Like when we solve a mathematical equation... Analyze structure of the compound.... or to in that context it can be same as a chess players move to checkmate ...I.e., in science after mission is clear... its the next move that is to be cleared....this also means Science problems are tame and benign

Where as the problems a designer transits have * No traits,* They are not tame &

* One can not treat a wicked problem as a tame one, neither tame a wicked problem prematurely... or refuse to recognise the inherent wickedness of the problems.
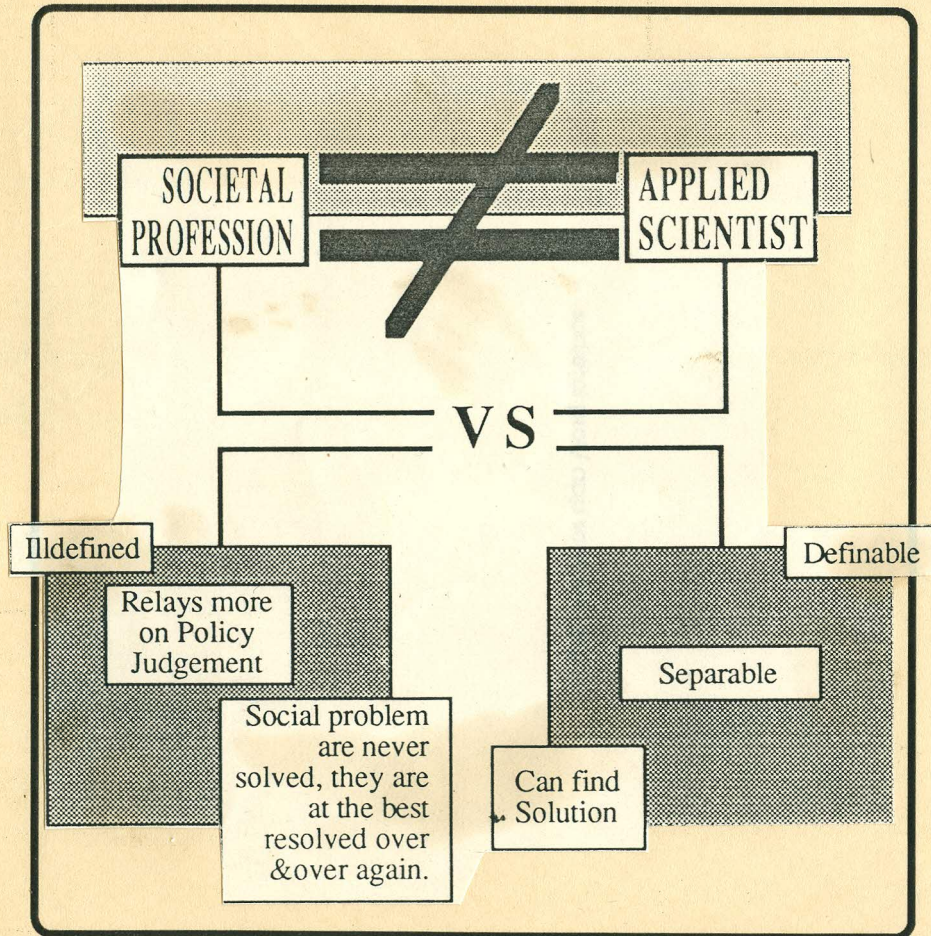
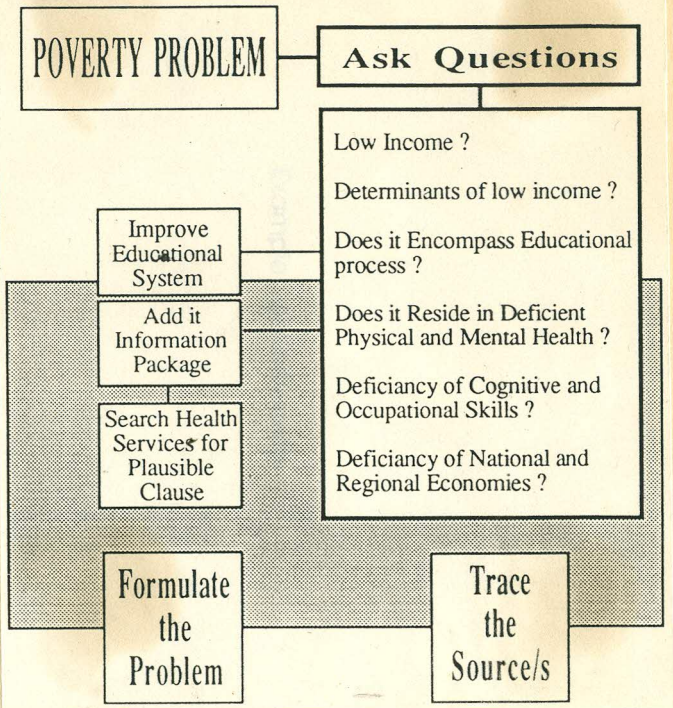We will in next page follow it with an example...

→

BRIEF

Social problems are not similar to that of problems of science, it can not be solved in the same way.
Social problems are inherently Wicked !

Above asserts communicators are more inclined to the society...

SOCIETAL PROFESSION	≠	APPLIED SCIENTIST

VS

Illdefined

Definable

Relays more on Policy Judgement

Separable

Social problem are never solved, they are at the best resolved over & over again.

Can find Solution

EXAMPLE

POVERTY PROBLEM	—	Ask Questions

Low Income ?

Determinants of low income ?

Does it Encompass Educational process ?

Does it Reside in Deficient Physical and Mental Health ?

Deficiancy of Cognitive and Occupational Skills ?

Deficiancy of National and Regional Economies ?

Improve Educational System

Add it Information Package

Search Health Services for Plausible Clause

Formulate the Problem

Trace the Source/s

Designer terminates work on a wicked problem...by retorting " That's good Enough " / " I like the solutions " / This is the best i could do, with in the limitations of the project ".

* SOLUTIONS are to be more provided in terms of GOOD or BAD

and not True or FALSE...
*Finding solutions is a ONE SHOT operation....*Designer / Planner has NO right to be WRONG...
*Each solution could become a *SYMPTOM to be of another.Each is essentially UNIQUE...*Trail & Error could prove costlier...
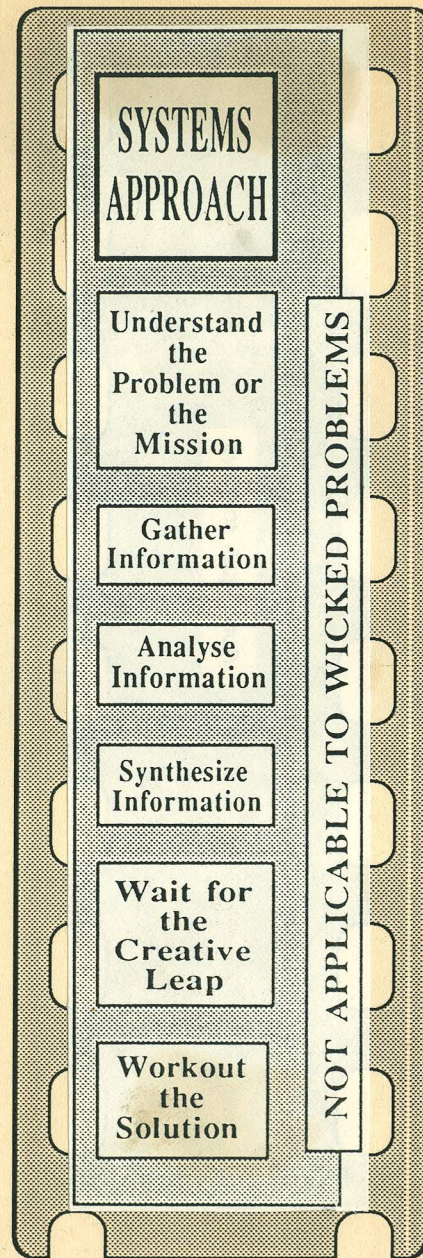
BRIEF

Knowing about problems - kinds... perhaps is the input to form an opinion on already existing material on Evaluation which shall be dealt in last chapter...

It is to be understood that the two ways of solving the issue is either by **Systems** approach or by **Argumentative** approach...

FINDING THE
PROBLEM

FINDING THE
SOLVING

SYSTEMS APPROACH

- Understand the Problem or the Mission
- Gather Information
- Analyse Information
- Synthesize Information
- Wait for the Creative Leap
- Workout the Solution

NOT APPLICABLE TO WICKED PROBLEMS

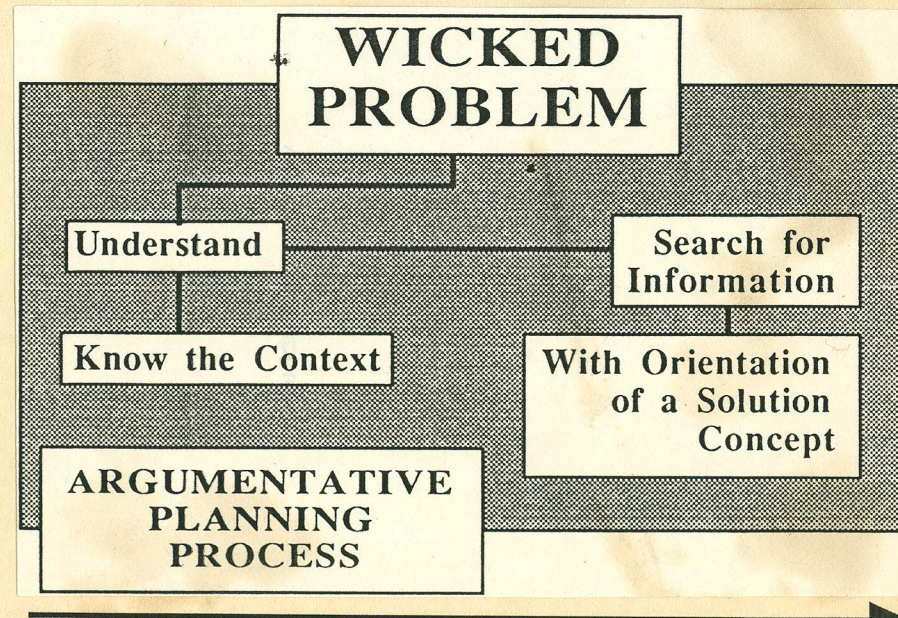**Source** is the root cause of the Difference between **Is & Ought to be...**

If we recognise Deficient Mental Health Services as part of the **Problem**... perhaps Improvement of the Mental Health Services is the **Solution.**

Above goes to say **Problem** if **not defined** Means **Solution Unfound.**
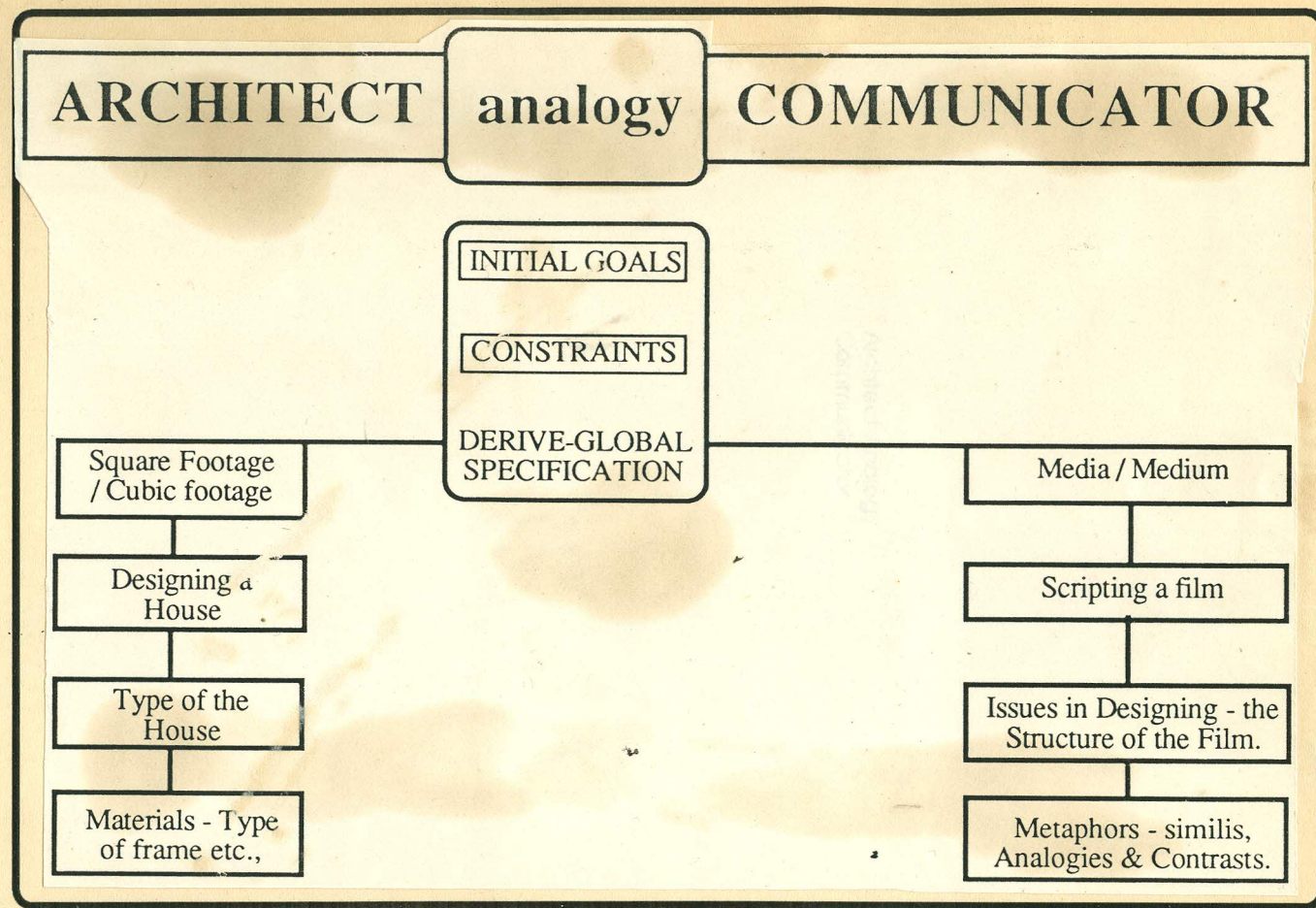
Designer / Communicator traverses thru the cliche wherein he may have to solve the problem thru both System & Argumentative planning process, and solution thus found should be executed separately.

PROCESS OF
UNDERSTANDING

PROCESS OF
SOLVING

WICKED PROBLEM

- Understand
  - Know the Context
- Search for Information
  - With Orientation of a Solution Concept

ARGUMENTATIVE PLANNING PROCESS

ANALOGIES

ARCHITECT	analogy	COMMUNICATOR

INITIAL GOALS

CONSTRAINTS

DERIVE-GLOBAL SPECIFICATION

ARCHITECT	COMMUNICATOR
Square Footage / Cubic footage	Media / Medium
Designing a House	Scripting a film
Type of the House	Issues in Designing - the Structure of the Film.
Materials - Type of frame etc.,	Metaphors - similis, Analogies & Contrasts.

Other Analogies...

House > General Floor Plan + Structure,
Structure > Support, Roofing, Sheathing & Utilities,
Utilities > Plumbing, Heating system, Electrical system, etc.,

Film > Idea + Structure

Structure > Levels of Information
Information > Theotitical, Practical & General

Sentence > Transformed to Subject & Predicat.
Subject > Article + Noun phrase.

Before proceeding into the next chapter which is on EVALUATION

& ASSESSMENT proper... we can derive the above to the same as:

**EVALUATION > Exposition + Development + Conclusion,
EXPOSITION > Thematic Material + Counter Material,
Thematic Material > Motive + Development of Motive.**

EVALUATION & ASSESSMENT ANALYSIS

Evaluation : Seris of activities designed to measure the EFFECTIVENESS of the system as whole.

Assesment : Seris of activities designed to measure user ACHIEVEMENT which is a result of an Educational / Communication programme.

EVALUATION TYPES...

The two types of the evaluation process are FORMATIVE & SUMMATIVE... First is performed as a process of development in a system....
The other is for a fully developed system where in the results are added.

EVALUATION IS.....

Valuable & Esssential method of the process by which the on-going development and effectiveness of an Instructional / System is enhanced.
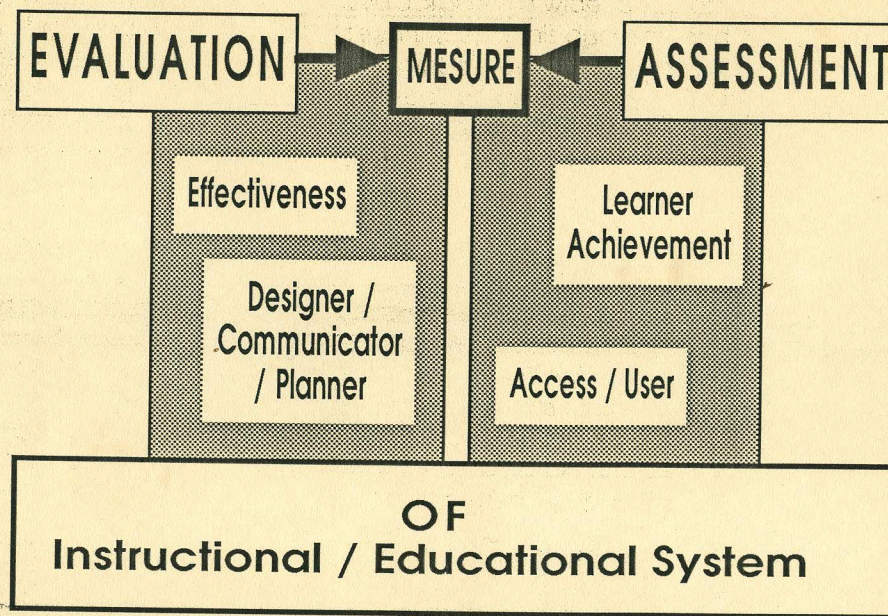
EVALUATOR...

Evaluator has a wide range of techniques at his disposal, and also has several relevant sources of feedback which may assist in compiling a 'Total Picture' of the system and its effects (both Good and bad).

APPROACH....

No single approach is the best in all circumstances, and as in the case of assessment, it is again probably most profitable to use many of techniques to ensure that the evaluation process is as valid and useful as possible.

EVALUATION	→ MESURE ←	ASSESSMENT
Effectiveness		Learner Achievement
Designer / Communicator / Planner		Access / User

OF
Instructional / Educational System

EVALUATION...

* Includes Quantitative and Qualitative judgement... wherein Argumentative approach supports the first as Systems approach is for the other...
* Is to find Deficiences in solutions before Design is put to use...
* It can also be seen as, an attempt to Judge, through the use of some Criterion, in order to get Satisfactory answer / Feasible solution...

In the next page we shall know more about the Path of Evaluation and Assessment in the context of learning...along with which we shall deal with 'ANALYSIS'...
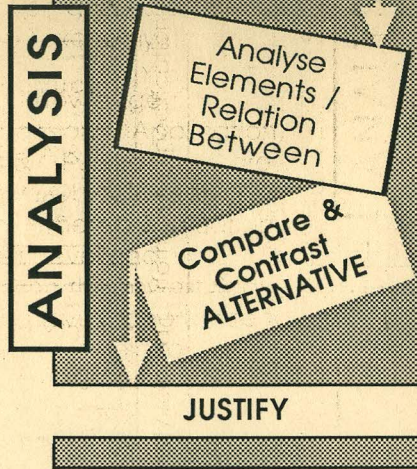
Evaluation Tecniques :

* Assessment from results.
* Questionaires and Interviews
* Observations of the Instructional / Educational system in progress.
* Feed back from teaching staff who are directly involved with.
* Feedback from people having an indirect link with Educational or Instructional system.
* Feedback of / from existing system. →

BRIEF

Did you notice **AVANT GARDE** is back in action...

Below is the Idea behind the process of Evaluation and Assessment... and it is to be understood that both go hand in hand... and unless applied online it just remains as a processes....To the right is a brief on Analysis....
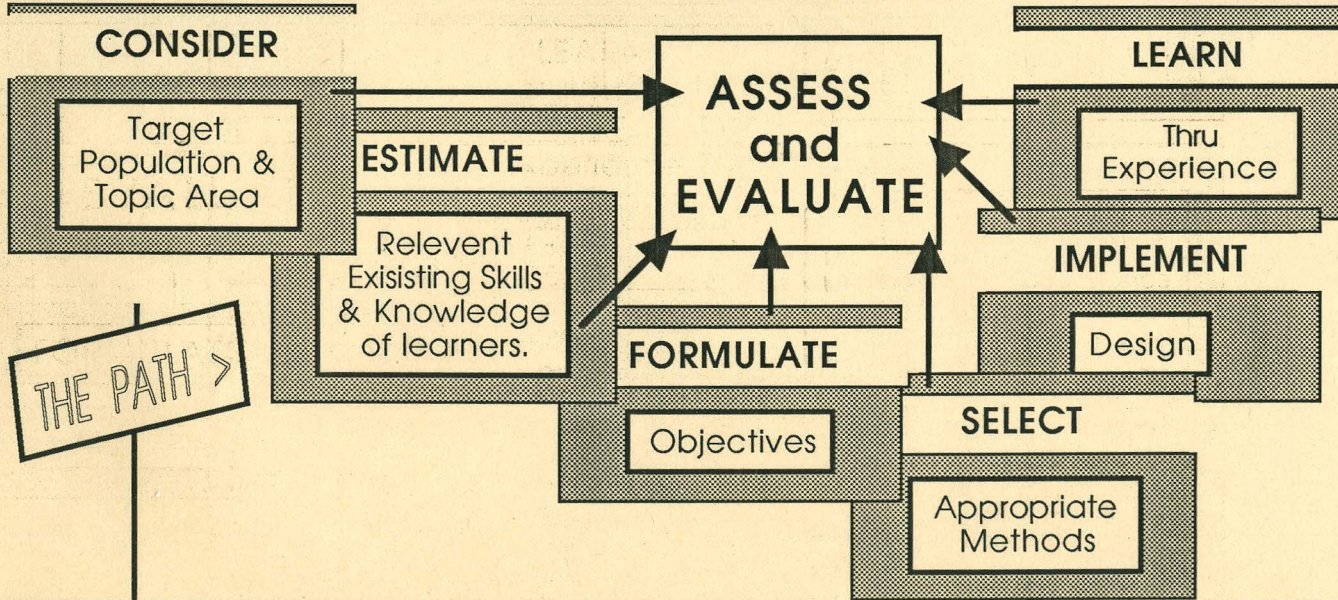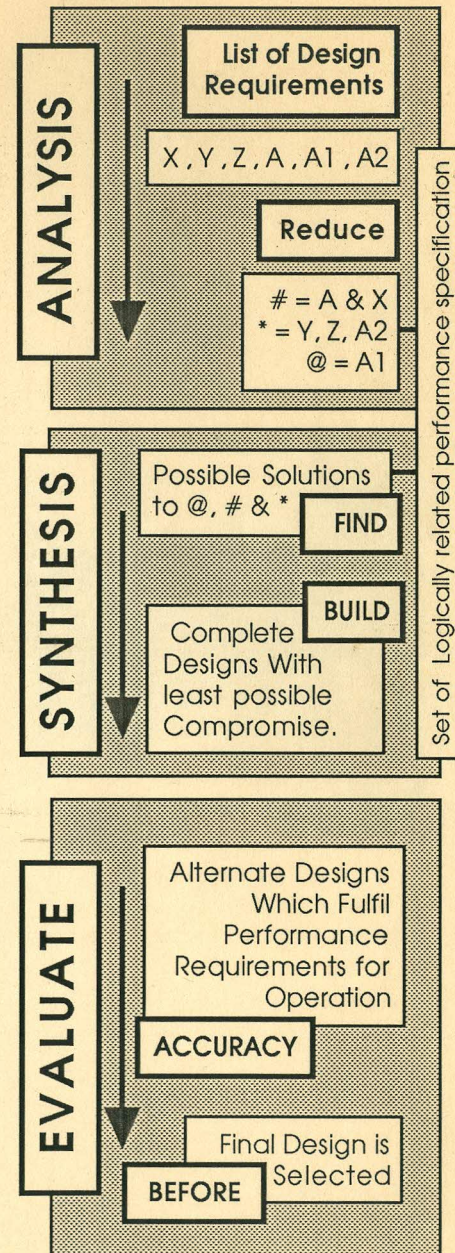
Breaking down of Material

ANALYSIS

Analyse Elements / Relation Between

Compare & Contrast ALTERNATIVE

JUSTIFY

Bloom B. S...of UCLA, California, USA - pioneer in the field of Psychology & Education Technology has given the arena of Evaluaation and Assessment in form of a Taxonomy ...

He states * Knowledge, * Comprehension, * Application, * Synthesis & * Evaluation.... are the Cognitive Objectives for Assessment, wherein Evaluation is the Highest level and Knowledge on the Lowest Scale. Here he also gives importance to Synthesis which is next to Evaluation on the Scale...

Above exactly is how some of the Evaluators till today follow.

ANALYSIS

List of Design Requirements

X , Y , Z , A , A1 , A2

Reduce

= A & X
* = Y, Z, A2
@ = A1

Set of Logically related performance specification

SYNTHESIS

Possible Solutions to @, # & * **FIND**

BUILD

Complete Designs With least possible Compromise.

EVALUATE

Alternate Designs Which Fulfil Performance Requirements for Operation

ACCURACY

BEFORE   Final Design is Selected

CONSIDER

Target Population & Topic Area

ESTIMATE

Relevent Exisising Skills & Knowledge of learners.

THE PATH >

ASSESS and EVALUATE

FORMULATE

Objectives

LEARN

Thru Experience

IMPLEMENT

Design

SELECT

Appropriate Methods

BRIEF

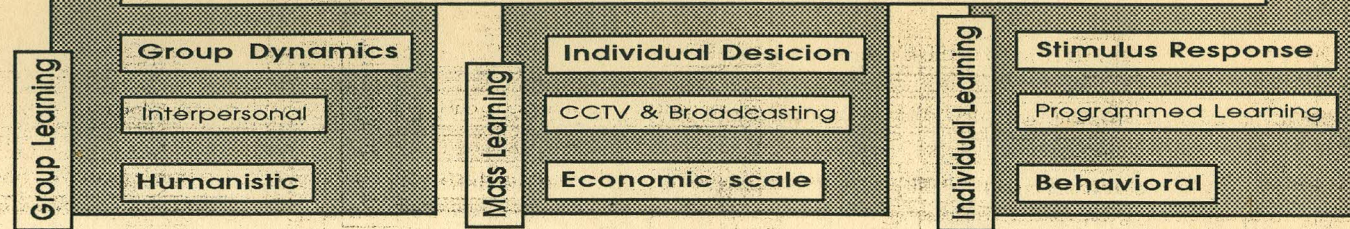| ANALYSIS	SYNTHESIS	EVALUATION
* Random List of Factors * Classification of Factors * Sources of Information * Interaction between Factors * Performance Specification Obtaining Agreement	* Creative Thinking * Partial Solutions * Limits. * Combined Solutions * Solution Plotting.	* Methods of Evaluation * Evaluation for Operation

STAGES OF SYSTEMATIC DESIGN PROCESS

ON TO LEARNING

LEARNING & EDUCATION

LEARNING / EDUCATION PROCESS

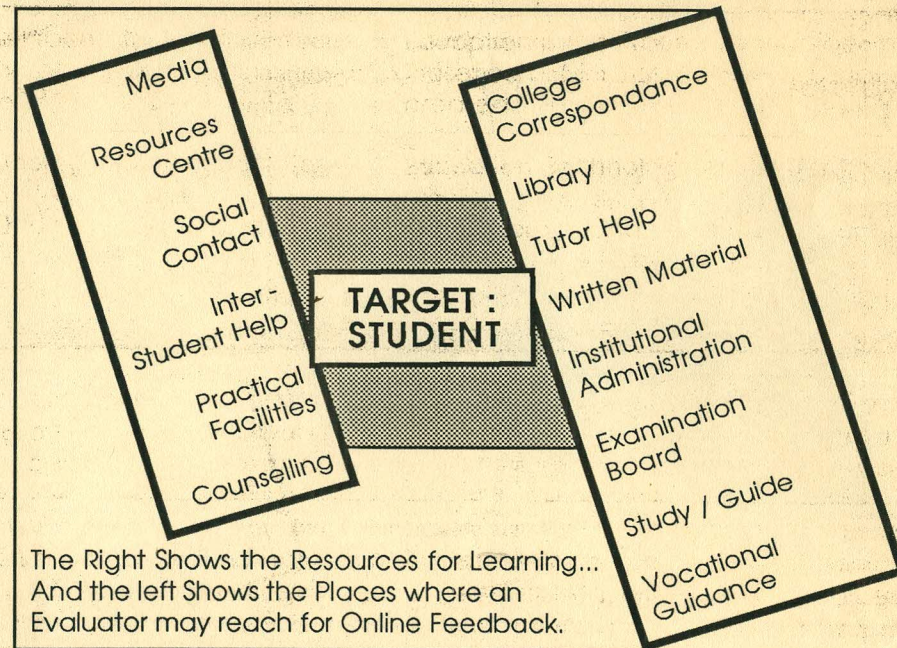| Group Learning	Mass Learning	Individual Learning
Group Dynamics	Individual Desicion	Stimulus Response
Interpersonal	CCTV & Broddcasting	Programmed Learning
Humanistic	Economic scale	Behavioral

Education is The Process by which Presence of Mind could be created.

Education Technology is... * Application of Systematic way to... * Improve Upon... which helps the Process of Learning in the steamlined fashion, or Enhances the scope of education

AFFECTIVE DOMAIN

Recieving

↓

Responding

↓

Valuing

↓

Organization

↓
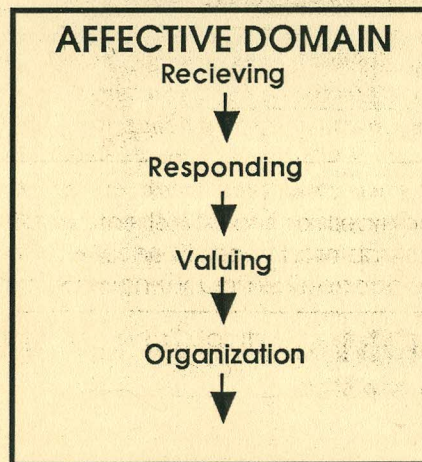
Affective Domain of Learning is a Structured Classification of Learning Objectives, containing all those connected with attitudes, feelings and values...

Media

Resources Centre

Social Contact

Inter - Student Help

Practical Facilities

Counselling

TARGET : STUDENT

College Correspondance

Library

Tutor Help

Written Material

Institutional Administration

Examination Board

Study / Guide

Vocational Guidance

The Right Shows the Resources for Learning... And the left Shows the Places where an Evaluator may reach for Online Feedback.

Learning has been dealt.. as its an entwined topic related to evaluation.. so is education and education technology... perhaps from here we may... Have to loop to the questionaires...after the brief of TV and Video is dealt. All the above helps the executor to come out with the Model for Evaluation

MOVE ON TO MASS INSTRUCTIONAL METHODS...

MASS INSTRUCTIONAL METHODS

VIDEO FILM PRESENTATIONS

* Effective Lecture Enhancement.
* Effective to Communicate Content with High Visual Impact.
* Impression of ' Life outside the classroom ' is brought through.
* Stimulates the Discussion and the Debate.

* Usually thought as an easy Option to keep the class Engaged.
* Is dealt as Media of Convenience.
* Infrastructure.

ADVANTAGES

DISADVANTAGES

Advantage : Material is made available free of charge.

Disadvantage : Fixed Timings !

EDUCATIONAL BROADCASTING

As we have ploughed thru all the related fields of Evaluation... and as the project is in the context of Films... below is the brief idea of what a Video film is ... its advantages & disadvantages ... the idea behind Interactive Video... and the Educational Broadcasting..

Looping the previous page on learning we can say that an Educational film is a media which helps Visuals and sound to fabricate a process called communication which helps the target / person to act - react or be nul... ultimately influencing the learner to get the information right.

ON TO QUESTIONNAIRE

INTERACTIVE VIDEO

Visual & Sound Characters

Marriage of

Accessable Teaching Programme

Question Chain :

To access the information from the end user.., perhaps a seris of Question may have to be put with a great ammount of tactfulness... one of them follows...

This questionnaire was based on an Opinion that 'Electronic controls under any circumstances may not be considered by the customer'.. to find out why, should be the main intention of the questionnaire...

Q> Why will they not consider them ?

A> Because they are not reliable,

Q> In what way are they unreliable ?

A> They are always going out of order....

Q> But do not the existing kinds of controls go out of order ?

A> Yes, but you have time to do something about it before the thing packs up completely...

Q> Electronic controls give no warning of failure then?

A> Yes ... i suppose that is it ... an electronic control that gave a warning of failure would be acceptable...

This questionnaire was drafted before launching of an electronic control... but it has been refered to, because of its depth in questionning...i.e., question for answer sake .... not for the sake of letting the space free...

Further are the questionnaire with the reference to the Education Films.

ON TO CONCLUSIONS

Questions: answer only the questions that apply to a given case	Your evaluation			
	Yes	Partly	No	Cannot say
General aspects				
1. Do all the materials specified in the lesson plan actually exist, and are they available for inspection?				
2. Have the materials passed the technical validation stage, and are they considered suitable in content?				
3. Bearing in mind the strategies and tactics specified in the plan, is the type of material appropriate?				
4. Does the material appear to be adequate to achieve the objectives set for it in the lesson plan?				
5. Are the materials really necessary? Do they contribute to the lesson in a manner that justifies the time/cost?				
6. Are the media employed appropriate for the objectives to be achieved and the content?				
Questions for written text				
7. Are the style and language used appropriate for the target students?				
8. Does the material really say what it sets out to say? Are the sentences logically structured, well-organized, etc?				
9. Are sufficiently well-chosen examples included to define all new concepts clearly and adequately?				
10. Are there sufficient well-designed illustrations and graphics to support or summarize the text adequately?				
11. Is good use made of spacing, blocks, underlining, colour, typography and other aids to communication?				
12. Are worked examples, self-tests, practice exercises, introductions, summaries				

QUESTIONNAIRE

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Questions for written text				
7. Are the style and language used appropriate for the target students?				
8. Does the material really say what it sets out to say? Are the sentences logically structured, well-organized, etc?				
9. Are sufficiently well-chosen examples included to define all new concepts clearly and adequately?				
10. Are there sufficient well-designed illustrations and graphics to support or summarize the text adequately?				
11. Is good use made of spacing, blocks, underlining, colour, typography and other aids to communication?				
12. Are worked examples, self-tests, practice exercises, introductions, summaries, glossaries, references and indexes used adequately and to good effect?				
Questions for audio recordings				
13. Do the scripts obey the criteria of style, language and structure defined above for the target population?				
for the target population?				

QUESTIONNAIRE

To access the information from the end user.., perhaps a seris of Question may have to be put with a great ammount of tactfulness... one of them follows...

This questionnaire was based on an Opinion that 'Electronic controls under any circumstances may not be considered by the customer'.. to find out why, should be the main intention of the questionnaire...

Q> Why will they not consider them ?

A> Because they are not reliable,

Q> In what way are they unreliable ?

A> They are always going out of order....

Q> But do not the existing kinds of controls go out of order ?

A> Yes, but you have time to do something about it before the thing packs up completely...

Q> Electronic controls give no warning of failure then?

A> Yes ... i suppose that is it ... an electronic control that gave a warning of failure would be acceptable...

Questions: answer only the questions that apply to a given case	Yes	Partly	No	Cannot say
General aspects				
1. Do all the materials specified in the lesson plan actually exist, and are they available for inspection?				
2. Have the materials passed the technical validation stage, and are they considered suitable in content?				
3. Bearing in mind the strategies and tactics specified in the plan, is the type of material appropriate?				
4. Does the material appear to be adequate to achieve the objectives set for it in the lesson plan?				
5. Are the materials really necessary? Do they contribute to the lesson in a manner that justifies the time/cost?				
6. Are the media employed appropriate for the objectives to be achieved and the content?				
Questions for written text				
7. Are the style and language used appropriate for the target students?				
8. Does the material really say what it sets out to say? Are the sentences logically structured, well-organized, etc?				
9. Are sufficiently well-chosen examples included to define all new concepts clearly and adequately?				
10. Are there sufficient well-designed illustrations and graphics to support or summarize the text adequately?				
11. Is good use made of spacing, blocks, underlining, colour, typography and other aids to communication?				
12. Are worked examples, self-tests, practice exercises, introductions, summaries, glossaries, references and indexes used adequately and to good effect?				
Questions for audio recordings				
13. Do the scripts obey the criteria of style, language and structure defined above for the target population?				

Your evaluation

CONCLUSIONS & OPNION

* **Approach for Evaluating** any specific idea is usually classified into two parts... Argumentative & Systems approach.

* **Argumentative approach** gives us the solution of the type ' Good or Bad' where as the other gives the solutoion as 'True or False'.

* Evaluation is of two types ... Formative & Summative.... which has to be dealt separately

Context 'Educational Films'

* Evaluating educational films falls in to a cliche unless one or more versions of the same information to be delivered is formed.
*It means to say that, perhaps there must be atleast 3 different edited version, shown to different kinds of target with in the context.
* Target probably would be the actual End user - Learner, Intermediate - Teachers and the Field Experts.
* Results of Evaluation should be fed back into the process of communication... otherwise it would prove costlier than actual process of Evaluation.
* Evaluation & Appliction must be complete before its shown to the Actual End User and it must be Revaluated if needed.

Target

Target for evaluation should be chosen in the following ways...
* Informal Target... where they know what the process is for.
* Formal Target... Where the group is the actual End User.
* Surprise Target... where we are not supposed to reveal why the View Programme is arranged... one Clause over here is... to arrange Marshals who are given a set of instruction to collect opinion about the Film and later deliver it to the Evaluator.

ON TO
APPROACH

APPROACH
& SUGGESTED MODEL FOR EVALUATION.

Approaches...

* Two or more Edited Version of
the film is shown to the field
experts...
* Questionnaire designed on the
basis of Argumentative
&Systems approach of
Evaluation...
* Evaluation of the same film
under three different target group
which has been briefed in
CONCLUSIONS & OPNION...

Model....

EVALUATION OF FILMS

The Films Evaluation Process were of IDC, and will be evaluated at IDC - Video Studio, and attached after the presentation... along with the Model Approach.

Films Considered for Evaluation shall have intrepretation in the script with an abstract message...

Two films are... 'The Scarerow'... by the Executor of this project... its on Drug awareness... the Other is a film on 'Child Education'.... by Raja Mohanthy of VC 88

The evaluation of the above films have been done by the prior permission of the respective Students...

Results....

THE LAST THANX

On this **last page** is the word of
gratitude for the **senior** of mine
Mr. Raja Mohanthy
who is one amongst the few
Excellent Aquaintances i have
had till today... a person of
deeper thought than the
rest... who at the **slightest**
initiation gave me the
permission to use his film for
evaluation... i just have no words
to **thank** him... though its not his

need...

Recd. very late from student
on 13/07/99

VR MSR —

6th VR/89-91 Batch