THE UNIVERSITY OF MANITOBA

PLANNING EDUCATION FOR THE PUBLIC:
CREATING AN INSTRUCTIONAL VIDEO TAPE PACKAGE

by

Bryan D. Moncion

A Practicum submitted to the Faculty of Graduate Studies in

partial fulfillment of the requirements for the degree of

Master of City Planning

Department of City Planning

Faculty of Architecture

Winnipeg, Manitoba

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ABSTRACT

As society becomes increasingly visually oriented, the planner will have to develop new communication tools in order to fulfill his/her role as an educator and a communicator.

This practicum developed a manual that establishes a set of design guidelines for the production of an instructional video tape package to be used to introduce planning principles to the public and newly elected or appointed municipal officials. This practicum provides planners with a communication tool that may be used to educate and equip the public and elected or appointed officials with sufficient information to make better planning decisions.

This practicum developed a methodology and practical guidelines for the creation of an instructional video tape package to be used in public presentations, small group instructional seminars or in individualized instruction situations. This practicum also investigated and evaluated the use of a video tape medium to convey planning concepts. The final result was the creation of a procedure manual for the production of an instructional video tape package on planning.

In order to develop the final procedure manual, an instructional design model was created and tested for its effectiveness through the production of a case study instructional video tape package. The video tape package, entitled, "Community Planning In Rural Manitoba" consists of a twenty minute video tape program and accompanying pamphlet that supports the video tape.

This practicum revealed the following results: the procedure model developed effectively produces instructional video tape packages; and a video tape medium effectively

introduces planning principles, policies and procedures in public presentations, small group instructional seminars and individual instruction situations to both the general public and elected or appointed municipal officials.

By following the design procedure outlined in the final procedure manual, planners may produce instructional video tape packages with the confidence that an effective communication tool has been developed.

****

DEDICATION

This practicum is dedicated to several people, without whose support this personal accomplishment would seem but a dream. The completion of this masters program has not been easy and many people have agonized with me but will never know any credit for their help, support, and encouragement except in my heart.

To my wife Erica, who always knew when to be a shoulder for support and when to give me a "swift kick in the butt", for all the days and nights you spent by my side in the library or at the computer terminals, thank you. Erica, you give meaning to everything I do.

To my parents, who always have encouraged me to pursue my dreams and to never stop trying until I have captured them. From the first day I entered school you both always have stood by my side, even when others had their doubts.

Finally, to the loving memory of of my grandfather, Peter Yewchyn, who passed away the first year I entered this program, a man who had little formal education but from whom I learned much. My grandfather always encouraged me to work hard and stay in school in order to obtain a good education so that I may have some of the opportunities in life that he never did.

To all of you I owe a debt of gratitude. **Thank you!**

ACKNOWLEDGEMENTS

This practicum has been a long time in the making and many changes have occured since the idea for this practicum was first conceived. Many people contributed a great amount of personal time and effort to make this a better piece of work. With many thanks I greatfully acknowledge the contributions of Professors: **Basil Rotoff**, **Willard Karle**, and **Geoff Bargh**. I would like to thank the planning staff at the Municipal Planning Branch, in particular **John Whiting**, **Hugh Brown**, and **Gerry Tencha**, for recognizing the usefulness of videotape in planning and offering their support. I would also like to thank **Graeme Doyle** for his tireless hours of teaching me the art of video editing. Last, but not least, I would like to thank **Jerry Ferenc**, and **Bill Renaud** of the University of Manitoba's Television Production Department for their many hours of work in the production of the video tape and for taking the time, along the way, to teach me how to produce a video tape program. It is safe to say that without the guidance, and encouragement of these people this practicum would never have been completed.

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GENERAL INTRODUCTION

The purpose of this practicum is first, to develop a manual that establishes a set of design guidelines for the production of an instructional video tape package to be used in introducing planning principles to the public and newly elected or appointed municipal officials. The manual will present a model that allows planners in any planning department to follow the step by step procedure and develop their own instructional video tape package on any topic relevant to their department. Secondly, the effectiveness of the procedure model developed in this practicum will be demonstrated through the means of a controlled test.

This practicum combines elements of the disciplines of Planning, Communication, Adult Education, Instructional Design, and Audio-Visual Technology in order to develop an effective teaching tool to be used in planning education.

The practicum is based on the premise that both the public and newly elected/appointed officials generally know little about planning principles, policies, and procedures. Hence, there is a need to assist planners with the education of both the public and elected or appointed officials, to enable the latter two groups to make better planning decisions.

In this practicum, a methodology and practical guidelines are developed for the creation of an instructional video tape package to be used in public presentations, small group instructional seminars or in individualized instruction situations. The final result is the creation of a procedure manual for the production of an instructional video tape package. The manual follows a *systems approach* model for designing instruction. By designing a video tape package from a systems point of view, the role that each component

in the system plays in instruction may be examined. The author intends to investigate and evaluate the use of a video tape medium to convey planning concepts in the belief that the use of a video tape medium will assist planners with the achievement of their goals as educators and communicators.

The research for this practicum was conducted as follows:

1. **A Literature Review** to provide background information about the field of planning, the field of communication, the role of the planner as both a communicator and an educator, and the use of a video tape medium as a communication tool in the work force.

2. **An Examination of Instructional Approaches** that have been successfully used to develop instructional materials in the fields of education and communication.

3. **The Development of A Model for Designing An Instructional Video Tape Package on Planning**, using a *systems approach* and based on an adaptation of existing procedure models used in the education and communication fields, allowing any planner to follow the procedure and produce an instructional video tape package.

4. **A Case Study** instructional video tape package is produced in order to test the effectiveness of the design model at developing instructional materials for the field of Planning in an actual work situation. The *case study* video tape package is used by Manitoba Rural Development's Municipal Planning Branch and focuses on the various types of planning issues facing different communities throughout the Province of Manitoba.

The effectiveness of the instructional video tape package at teaching planning

principles is measured through the use of a research validity testing method known as the *One-Group Pretest-Posttest Design.* This consists of administering a survey/questionnaire before and after the video is shown to the viewers in order to determine how much the viewers know about planning.

5. **The Development of a Procedure Manual** describing each component of the instructional design model, is completed so that planners may produce their own instructional video tape packages on any topic they select in the future.

This type of practicum follows an *applied approach*, that is to say this practicum is mission oriented in that it attempts to solve a problem faced by planning educators based on the application of existing techniques.

The planning officials at the Municipal Planning Branch of Manitoba Rural Development were interested in having research done in the area of audio-visual communication and offered to support this practicum, provided the subject matter of the case study video tape package was relevant to their department and could be used as part of their public information program.

The video tape package consists of a video tape program and supporting written material which provides basic introductory information about planning as it is perceived in Manitoba by the Municipal Planning Branch. The written material is presented in the form of a pamphlet that supports the video tape. The video tape is available in both VHS and BETA formats and is approximately 20 minutes in length.

The information contained in this practicum is structured as follows: an examination of the role that communication plays in planning, an examination of the various communication tools available, the place of video tape in the planning field is

determined, an instructional design model is developed for the field of planning, the design model is tested through the development of a case study video tape package, and finally, the procedure manual that establishes a set of design guidelines for the production of an instructional video tape package on planning is developed.

Although the intent of this practicum is to determine if video tape is an effective medium for introducing planning principles, it is not the intention to compare a video tape medium with other mediums of instruction in order to determine which is the "best" teaching medium and should therefore be used extensively in planning education. However, some consideration is given as to when a video tape medium should be employed and under which circumstances alternative instructional media should be used.

****

CHAPTER 1

PLANNING PRACTICE AND COMMUNICATION

1.1 INTRODUCTION

The purpose of this chapter is to provide background information about the field of planning; explain the roles of the various players in the planning process; and discuss the need for effective communication between the planners and the people they come in contact with in their profession. It is suggested that, in one of its aspects, planning is a form of societal guidance designed to help people cope with the changing world around them. Change can only be dealt with if there is a constant exchange of information and ideas between people. In order for such an exchange to occur, continuous two-way communication between the planner and all those involved in the planning process is essential. As a first step toward effective communication it is up to the public planner to explain what planning is, and why it is needed.

****

1.2 PLANNING PRACTICE

What is Planning? No other question has caused so much debate and conjecture among planning theorists and planning professionals alike. The definitions and explanations of what the field of planning is, or should be, are as broad and wide ranging as the field itself. The following is a list of some planning definitions. Planning is:

> ...the means of gaining a substantial measure of mastery over man's destiny. [1]

> ...the setting out of a strategy by which some specified objectives may be met. [2]

> ...a process, a process of human thought and action based upon that thought - in point of fact, forethought, thought for the future. [3]

> ...Planning refers to a variety of activities in which experts employ apparently technical or rational methods for analyzing public problems and recommending actions to respond to them.... The practice of planning may be characterized in two ways. Intellectually, it is a process of problem-solving; socially it is a process of advice-giving. [4]

> ... the ability to control the future by current acts. [5]

> ... a determined effort, through democratic institutions for collective decisions, to make... intensive, comprehensive, and long-range forecasts of future trends... and to formulate and execute a system of co-ordinated

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[1] John Friedmann, "Planning as a Vocation," Plan Canada, 6 (3) (1966), 2.

[2] Ian Bracken, Urban Planning Methods: Research and Policy Analysis, (London, England: Methuen and Co. Ltd., 1981), 9.

[3] George Chadwick, A Systems View of PLanning: Towards a Theory of the Urban and Regional Process, 2nd. ed. (Oxford, England: Pergamon Press Ltd, 1979), 24.

[4] Howell S. Baum, Planners and Public Expectations, (Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1983), 3-4.

[5] Aaron Wildavsky, "If Planning is Everything, Maybe It's Nothing," in Policy Sciences, 4 (1979), 128.

> policies framed to have the effect of bending the foreseen trends towards realising our ideals, spelled out in advance as definite goals. [6]

> ... planning in its ideological and general sense, is a natural activity practiced by anyone concerned with charting a future course of action, but urban planning, in its vocational and particular context, is practiced by a select few who are professionally trained to dwell upon the future physical, social and economic development of man's communal and spatial environment. [7]

> ... the scientific, aesthetic and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities. [8]

> ... planning is best described as an attitude. It is recognition and acceptance of change. It is faith in the future, not starry-eyed worship, but belief based on a realistic appraisal.
>
> It is faith in the ability of men working through democracy to meet and solve the problems of the future. It is willingness to try and to keep trying to workout common problems as honestly, as efficiently, as sympathetically as we possibly can. [9]

The above definitions lead one to conclude that the specific boundaries of planning remain relatively undefined. There are those who believe planning has a very broad range, to the extent that it encompasses everything in the world around us, and there are those

---

[6] G. Myrdal, "The Necessity and Difficulty of Planning the Future Society," in Environment and Change: The Next Fifty Years, ed. W.R. Ewald, (Bloomington, Indiana: Indiana University Press, 1968), 251-252.

[7] Richard E. Smith, Urban Planning and Communication: Meeting the Challenges of the Electronic Age, Masters Thesis, (Winnipeg, Manitoba: University of Manitoba, 1983), 7-8.

[8] Canadian Institute of Planners, Canadian Institute of Planners National Charter By-Laws, Procedures and Appendices, B-LAW No.1 (1986), (Ottawa, Ontario: Canadian Institute of Planners, 1986), 1.

[9] Dennis O'Harrow, Plan Talk and Plain Talk, ed. Marjorie S. Berger, (Chicago, Illinois: American Planning Association, Planners Press, 1981), 5.

who believe planning is very narrow in scope, encompassing only the physical form and function of society. Although most planning offices in Canada may not view their function as encompassing every aspect of modern society, it is almost assured that social and economic factors will be considered in addition to traditional planning concerns.

In all of the preceding definitions, the common denominator is that planning is concerned about the future. To be concerned about the future of society means not only to accept change but to encourage change where it is positive and to deter change where it is negative.

Planning is ultimately concerned with creating alternative solutions to the present and developing problems that are constantly occuring due to continuous change within society. In short, planning may be viewed as a form of societal guidance.

Regardless of what planning may or may not be theoretically, it is practiced in a variety of ways in both private and public planning agencies all across this country. The basic function of the practice of planning is quite straightforward. Planning as it is practiced at the municipal level predominantly deals with the regulation and use of land.

> It [planning] regulates the supply of land for new uses, either for development or for redevelopment, and it attempts to co-ordinate the provision of civic works and services needed to make these new land uses possible. [10]

Today, in Canada the practice of public planning exists at the municipal, provincial, and federal levels of government and is part of the policy formation, implementation, and management processes. [11]

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[10] James Lorimer, A Citizen's Guide to City Politics, (Toronto: James Lewis and Samuel, 1972), 164.

[11] Bruce D. Mc Dowell, "Approaches to Planning," in The Practice of State and

The specifics of planning may vary at each of the three levels of government, since each level will have its own distinct roles and responsibilities; however, the planning process that each employs will remain relatively constant. In practical terms, planning as it is practiced in the field tends to conform to the following outline of the *Classical Planning Process:* [12]

1. **Problem Identification** (awareness of need).

2. **Goal Setting** (statement of objectives and establishment of a work program to prepare appropriate plans).

3. **Data Collection and Analysis.**

4. **Refinement of Goals.**

5. **Development of Alternative Plans and/or Policies** (designed to achieve goals).

6. **Evaluation of Alternatives** (determine probable effects, both good and bad, and the ease or difficulty of implementation).

7. **Adoption of Preferred Plans and/or Policies.**

8. **Implementation of Plans and/or Policies.**

9. **Monitoring and Evaluation of Results** (alerts to progress towards goals and/or danger signs calling for course correction).

10. **Feedback** (recycle the planning process as necessary to meet emerging circumstances).

Whether planning is practiced in the private or public sectors, whether at the

---

Regional Planning, eds. Frank S. So, Irving Hand, and Bruce D. Mc Dowell, (Chicago, Illinois: American Planning Association, 1986), 7.

[12] Ibid., 4.

municipal, provincial, or federal government levels, if a rational comprehensive plan is to be developed then the aforementioned *Classical Planning Process* is most often followed to develop the plan.

****

1.3 THE NEED TO COMMUNICATE IN A STRUCTURED WAY

In his book, Retracking America: A Theory of Transactive Planning, John Friedmann examines the practice of planning and states that two distinct forms of planning can be discerned, one that is directed toward maintenance, the other toward change. Friedmann calls these two forms " Allocative and Innovative Planning". [13]

Allocative Planning, Friedmann defines as planning "concerned with actions that affect the distribution of limited resources among competing users". [14] Friedmann sites the development of a *Master Plan* for a city as an example of allocative planning since the plan is concerned with the distribution of limited urban space. [15]

Innovative Planning is defined as planning "concerned with actions that produce structural changes in the garden system of society". [16] Innovative planning allows planners to apply their skills directly to problem areas by being action oriented in their approach. Friedmann sites urban renewal, rural development and employment creation as examples of innovative planning. [17]

Friedmann maintains that in order for planning to be effective, both forms, allocative planning and innovative planning, must exist in a society. "Pure system maintenance will result in stagnation; pure innovative activity - without the balancing effort made possible by allocative planning - will lead to increasing disorder." [18] Therefore, both

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[13] John Friedmann, Retracking America: A Theory of Transactive Planning, (Garden City, New York: Anchor Press, 1973), 52.

[14] Ibid., 243.

[15] Ibid., 53.

[16] Ibid., 245.

[17] Ibid., 60.

[18] Ibid., 83.

forms are not only necessary but exist in mutual dependence of each other. When both forms of planning exist in a framework of harmony we will have a complete system of societal guidance.

How do we determine if this guidance system is effective and will create a better society in which to live? Friedmann developed six criteria by which to judge the effectiveness of a guidance system. The criteria are: autonomy, responsiveness, innovative ability, effectiveness, efficiency and legitimacy. A guidance system is: [19]

1. **Autonomous** to the extent that it has the capacity to set its own objectives and pursue them effectively.

2. **Responsive** to the extent that it is able to take into account the variety of particularized interests, needs and values of population groups affected by its actions.

3. **Innovative** to the extent that it is able to respond creatively to new problem situations.

4. **Effective** to the extent that its actions are both timely and accurate with respect to the problems to which they are addressed.

5. **Efficient** to the extent that its work is accomplished at a cost that is reasonably low compared to alternative employments of the resources required. The relevant measure here is social costs.

6. **Legitimate** when it inspires loyalty and is capable of mobilizing popular support for its actions.

In order to fulfill each of the six criteria so that an effective guidance system is realized, Friedmann developed a style of planning that could be applied to both allocative and innovative planning, "in which processes of mutual learning are closely integrated with an organized capacity and willingness to act". [20] Friedmann calls this new style of planning "*transactive planning*".

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[19] Ibid., 159-162.

[20] Ibid., 247.

Transactive planning is based on the idea that a better guidance system is developed only through a process of mutual learning between planners and the public. Mutual learning is "a process in which the processed knowledge of the planning expert is related to the personal knowledge of his client in the joint exploration of problems and possible solutions to them". [21]

Transactive planning is a method of bridging the communication gap between planners and the public by sharing the knowledge that each possess. The scientific and technical knowledge of the planner combines with the personal knowledge, based on experience, of the public. The result of continuous two-way communication creates a common image of the problem and a shared means of creative solutions to overcome it. Both participants not only have taken the first step towards action, but they have gained an appreciation for the role each plays in the entire planning process. [22] Friedmann states, " transactive planning rests essentially on the ideas of human worth and reciprocity. It is the only process through which effective learning can occur." [23]

During the last thirty years the public has increasingly demanded to participate in the planning process in order to be involved in the decisions that affect their communities and their lives. Today, planners are encouraged to work throughout the entire planning process with the people for whom they are planning. As Robert Theobald pointed out in 1968, planners have to change their way of thinking, "...we must cease to plan for people. We must begin to plan with people." [24]

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[21] Ibid., 245.

[22] Ibid., 185.

[23] Ibid., 112.

[24] Robert Theobald, "Planning with People" in Environment and Change: The Next Fifty Years, ed. W.R. Ewald. (Bloomington, Indiana: Indiana University Press, 1968), 185.

1.4 THE ROLE OF THE PLANNER

For the purpose of this practicum, the author is concerned, specifically, with the role of the public planner. Throughout the entire planning process the public planner interacts with a large number of people, including: other planners, politicians, citizen interest groups, the general public, private land developers, businessmen, the media, technical experts from various departments and a host of other people. These people provide the planner with a great deal of insight and information which is an invaluable asset to the planning process. However, each of these groups have their own interests, biases and opinions, which they will put first. The planner must take all this information into account but must not let it influence the role he plays in the planning process.

> The planners job is to keep informed as to what is likely to be out ahead, what's catching up from behind, what's coming in from all sides, to appraise present and future perils and potentials, and to suggest measures which will promote the common good. He is working with development, with evolution, with change. This means he has to keep moving. [25]

The planner has three primary roles; he acts as a *technical advisor*, a *communicator*, and an *educator*.

As a *technical advisor*, the "prime function of the planner is to apply calm and disciplined reasoning in appraising probable results of courses of action or inaction". [26] A planner often takes months collecting data in order to study a particular problem and then presents various proposals on how to best overcome the problem. The planner must possess a well rounded knowledge of many factors including: existing planning policies and legislation, the various planning tools and services available and the most efficient

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[25] Fredrick H. Bair, Jr. Planning Cities, ed. Virginia Curtis (Chicago: American Society of Planning officials, 1970), 48.

[26] Ibid., 54.

solutions in terms of costs and social considerations. The planner must always be able to provide answers to the questions he is asked. If the planner does not know himself, he must find out from other technical experts and relay the information back. "The planner's special skill, therefore, lies in his ability to be a rapid learner." [27]

As a *communicator* the planner must be able to propose solutions to problems in such a way that they are understood by those in a position to turn the options into actions. Ultimately, a plan is "a collection of ideas, and these ideas are presented symbolically" [28] through the use of a wide assortment of communication tools that help the planner to be understood. The following communication tools: slides, pamphlets, maps, charts, graphs, pictures, drawings, etc., are used by planners in order to be more readily understood.

The planner must not only engage in face to face two-way communication but he must be the one to initiate it. Often planners may be aware of problem areas before they materialize into full blown problems. It is the planner's responsibility to make the public and public officials aware of potential danger areas so the latter two groups may act upon them. In addition, it is also the planner's responsibility to inform the decision-makers in regards to what planning services are available to resolve any problems.

In order for continuous exchange of information to take place, effective communication is essential. "Communication provides the channels through which the organization can deal with change and reduced uncertainty." [29] Likewise, a process of mutual learning can only take place if there is an ongoing dialogue between all those with knowledge, both personal and processed, about the planning problem.

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[27] Friedmann, Retracking America, 183.

[28] O'Harrow, 213.

[29] David S. Arnold, Christine S. Becker, and Elizabeth K. Kellar, eds. Effective Communication: Getting the Message Across, (Washington, D.C.: International City Management Association, 1983), 3.

As an *educator* the planner must be able to educate both the public and the public officials about planning principles, policies, and procedures, so both the public and public officials are able to make better planning decisions.

> While the basic ideas in planning are always simple, the methodology, the techniques, the legal tools of planning, are most complex. If you want these tools used wisely and efficiently, in the best interest of the city, the county or the region, then you had better train those citizens and board members directly involved in using these tools. [30]

Specifically, planners practice a form of public education known as "instrumental adult education". [31] Instrumental adult education is a type of education that teaches "information and skills which have a direct practical value". [32] The primary goal of this type of education is to give the public and public officials an opportunity to "learn something they did not know before". [33] Typically, planners put on presentations, seminars, and workshops in the community in which they live and work in order to educate others about planning.

It is important to remember if planning policies and procedures are not taught well, serious mistakes by both the public and public officials are more likely to occur. Mistakes cost time, money, and most of all, have serious political repercussions.

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[30] O'Harrow, 207.

[31] John Hostler, The Aims of Adult Education, (Manchester, England: University of Manchester, 1981), 8.

[32] Ibid., 8.

[33] Gary Dickinson, Teaching Adults: A Handbook for Instructors, (Toronto: New Press, 1973), 3.

1.5 THE ROLE OF THE CITIZEN

The citizenry has a multiple role in the planning process. Simultaneously, it is the public planner's main *boss*, one of the most important sources of information available to the planner, and, ultimately, the consumer of the public planner's product.

The public planner is first and foremost a public servant. It then follows that the public planner is ultimately responsible to the citizens. "The first responsibility of the public planner is to the public, present and future, and to the greater public above any lesser public.... The public planner's top boss is the general public." [34] It is therefore the planner's duty to present planning proposals that are well thought out and in the best interest of the general public. Only "rational government action proposals that seem to be the best solution to public problems, either today's or tomorrow's" [35] need be presented by planners to the public.

Citizens also play a vital role as an important information source from whom the planner can learn a great deal about the problems facing them, and gain ideas on how to overcome these problems.

> Contemporary public participation is largely a product of the activism of the sixties. This in turn came about as a result of disillusionment with the effects and processes of planning, a greater understanding of its distributional aspects, a heightened awareness of environmental and ecological values, and sheer bafflement at the scale and complexities of contemporary life and the vast array of institutions which have been created to cope with them.
>
> That activism has now been institutionalized. Physical protests against the bulldozer have given way to public hearings, commissions of inquiry, social surveys, community meetings, environment impact assessments, advisory councils, and a multiplicity of mechanisms for

[34] Bair, 48-49.

[35] O'Harrow, 206.

appealing or objecting decisions. Public participation is now part of the planning process. [36]

If citizens wish to be involved in the planning process, by participating in a transactive style of planning, they are required to share their personal knowledge about planning problems in ongoing communication with the planner. Citizens involved in a process of mutual learning take on the role of an educator as well. The citizens will in effect be teaching the planner to see planning problems in a whole new perspective; from the view point of those who have to live with the decisions being made.

By participating in the planning process citizens can provide the following: [37]

1. Information and ideas on public issues.
2. Public support for planning decisions.
3. Avoidance of protracted conflicts and costly delays.
4. Reservoir of good will which can carry over to future decisions.
5. Spirit of cooperation and trust between the agency and the public.

Figure 1 on page 20 shows where citizens involved in a transactive style of planning fit into the classical planning process, and outlines the input that citizens may contribute to the process at each step. The point of entry for citizens into the planning process is from the beginning when the planning issue is first recognized.

The importance of the role of the citizen cannot be underestimated; they are a vital part of the planning process which breaths life into a system created to be in the *public's*

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[36] J. Barry Cullingworth, Urban and Regional Planning in Canada, (New Brunswick, New Jersey: Transaction Books, Inc., 1987), 419.

[37] Arnold Cogan, Sumner Sharpe, and Joe Hertzberg, "Citizen Participation", in The Practice of State and Regional Planning, eds. Frank S. So, Irving Hand, and Bruce D. McDowell (Chicago, Illinois: American Planning Association, 1986), 283-284.

best interest.

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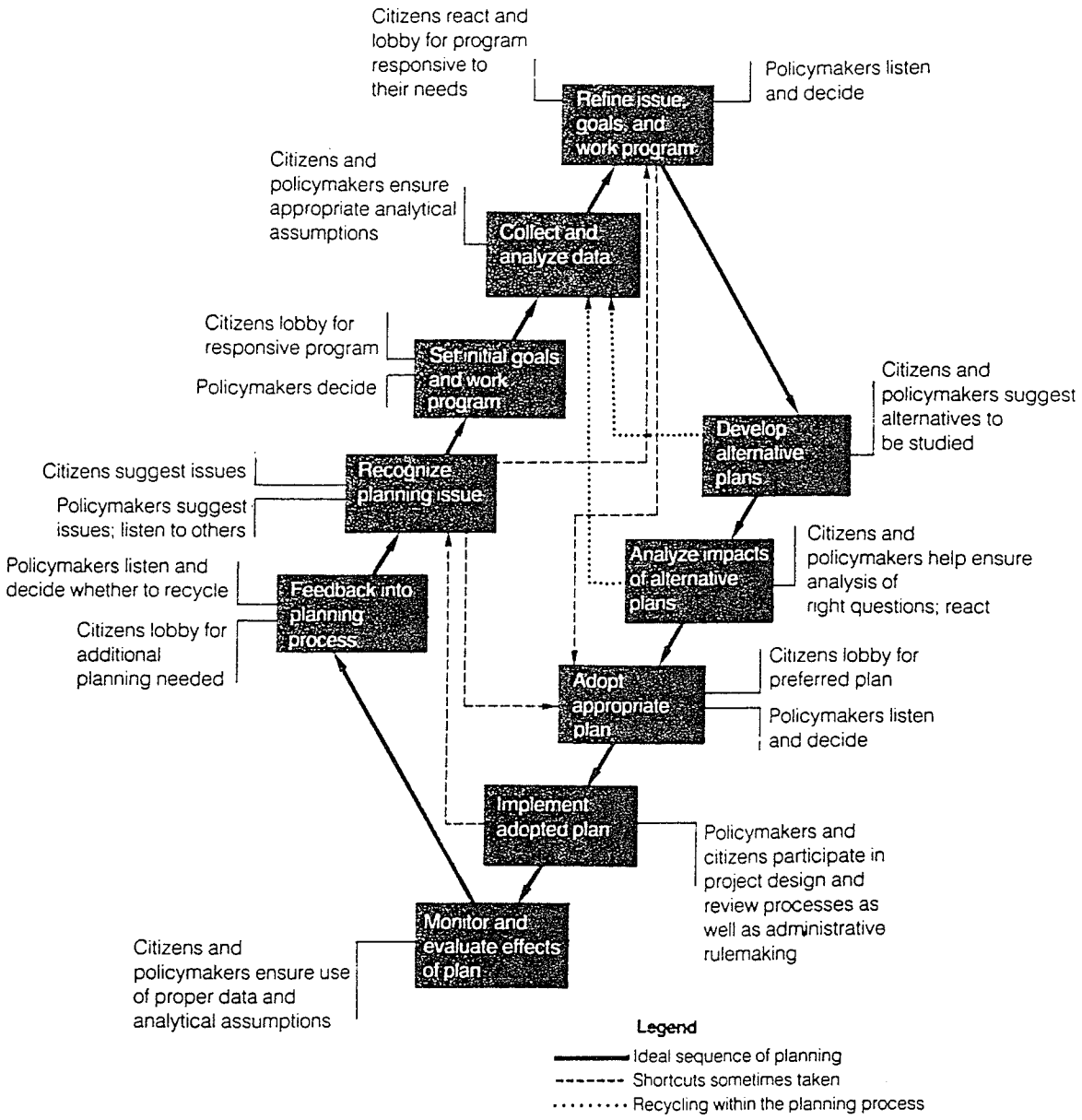

FIGURE 1: POLICYMAKER AND CITIZEN INPUTS INTO THE CLASSICAL PLANNING PROCESS

SOURCE: Bruce D. Mcdowell, "Approaches to Planning," *The Practice of State and Regional Planning*, eds. Frank S. So, Irving Hand, and Bruce D. McDowell, (Chicago, Illinois: American Planning Association, 1986), 12.

1.6 THE ROLE OF THE POLITICIAN

If it is to the public that the planner's main responsibilities lie, then it is to the politicians, as representatives of the people, where the planner's secondary responsibilities lie. The role of the politician in the planning process is as follows:

> Like the planner, the governing body is presumed first and foremost to be serving the gerneral public. Its proper function is to determine the best public policy and to establish it in the form of regulations, laws, budgets, and so on. [38]

Although this sounds simple, determining "who gets what, when, and where?" [39] is not always easy.

> Laws may be visionary, and their preambles invocations [sic] of a more perfect social order in which justice and equality prevail for everyone. But most of the legislator's time will be spent on the details of the law and on the politics of compromise and negotiation. [40]

Since a great deal of the politician's time will be spent on the actual legal formation of public policy, they must rely heavily on the advice of the planner and other technical experts as to how that policy is best carried out. Once a governing body has chosen a qualified administrative staff then technical matters should be left to that staff.

> If the governing body is willing to heed the advice of those it has employed and appointed to give advice, and if there is clear-cut governmental organization, with the governing body setting policy and adopting laws and the adminstrative arm carrying out policy and enforcing laws without political pressures for favoritism for individuals or groups, planned action will find fewer obstacles in its path. [41]

[38] Bair, 51.

[39] Mc Dowell, 5.

[40] Friedmann, Retracking America, 137.

[41] Bair, 53.

The final decisions about public policy should always be left up to the politicians, but their decisions should be based on the facts presented to them by the technical experts on staff. Politicians are not qualified to make decisions, for example, whether the present sewer system is adequate to serve the city's needs for the next twenty years or if it is safe to develop a residential subdivision on an old land fill site. Such questions can only be answered by a qualified planner and other technical experts. In the above example, the politician's responsibilities are straight forward, they are: to ensure there is an adequate supply of fresh drinking water, and to provide safe housing for it citizens. How the politicians decide to meet these needs must be based on rational, comprehensive, thought.

In addition to outlining where citizens may contribute to the classical planning process, Figure 1 shows where the policymakers have input into each step of the planning process. Like the citizens, policymakers enter the planning process as soon as a planning issue is recognized.

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1.7 THE ROLE OF OTHER PUBLICS

In addition to the planner there are numerous other professionals in the public sector that contribute their assistance and expertise to the planning process. At various intervals throughout the entire planning process, a number of experts including planners from various other departments, administrators, engineers, financial advisors, lawyers, researchers, analysts, draftsmen, and an entire support staff may be called upon to offer their advice and technical knowledge of what has to be done to overcome the planning problem at hand. Each of these professionals must be competent to render an educated, unbiased opinion on the best solutions to the problem at hand after weighing the relevant factors. This can only be done in a governmental organization that stresses coordination and synthesis through effective communication.

> All employees of local government are communicators.... You need to be well versed in communication ideas and skills that are used throughout your organization to get the message across. With this background, you can ask the right questions, be prepared with the right answers, and take on broader communication responsibilities.... To manage is to communicate. [42]

Although public sector professionals come from very diverse backgrounds, they have one thing in common, they are all public servants. As such, like the planner, their main responsibilities are to the general public. As part of an administrative team that manages the delivery of government services to the people, every public servant must act in a responsible manner and in the best interest of the public. This ideal can only be realized if effective communication skills are developed and practiced by all the public servants involved in the planning process.

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[42] Arnold et al., 9-10.

1.8 SPECIFICATIONS FOR THE MOST DESIRABLE MEANS OF COMMUNICATION

It is difficult for anyone to avoid communicating to others. Everything we say and do is a form of communication. Traditionally, communication among individuals most commonly was thought to refer to language, encompassing the spoken and written word. Today we realize that there are other forms of communication. The visual word is another means by which we communicate with others. In no other place is the visual word as important or as obvious as in the public sector.

> It could be argued that good public relations and communications are more important in local government than anywhere else. Given the absense of a profit-and-loss measurement and the presence of day-to-day closeness to the public it exists to serve, local government needs to maintain an acute awareness of the identity it is projecting and the image the public is perceiving. It may well be that doing so is the only way local government can in fact, serve the public....
>
> Identity and image are not the same thing, although the words are sometimes erroneously used interchangeably.... Not only can an organization control its identity, it creates its identity...identity is the total of all of the personal identities of the people who represent the organization, plus all the nonpersonal items such as signs and vehicles. And it includes intangibles, such as cleanliness and pride. Identity is the sum of everything an organization is.
>
> Image, is the other side of the coin. Image is the sum of the perceptions of an organization by all the individuals and groups who perceive it.... There are only two ways to improve an image. The first is to improve the identity of the organization.... If officials are convinced that their identity is better than it is perceived to be, they can move on to the second means of improving image - by doing a better job of communicating the identity to the public. [43]

As both a *communicator* and an *educator*, it is the public planner's duty to communicate to both the public and public officials the identity of the organization for

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[43] Ibid., 12-13.

whom he/she works. The need for a planning organization can only be realized if both the public and public officials understand the basic principles, policies, and procedures of planning. The task of teaching and communicating the basics of planning rests in the planner's hands. The planner is faced with a difficult task. The realization that the success or failure of the planning process depends on his competency to communicate with others can be overwhelming. The planner must decide when it is appropriate to use the spoken word, the written word, the visual word, or a combination of the above. Although the goal is the same, to communicate with others, the means by which that goal is obtained are completely different and will be dictated by the circumstances around which communication takes place. Fortunately for the planner there are a great number of communication tools available that will make the planner's job easier and more effective.

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1.9 SUMMARY AND CONCLUSION

Planning as a form of societal guidance, to help people cope with the changing world, is examined in this chapter. It is suggested that a "transactive style" [44] of planning be practiced by planners in the public sector. Such a style is based on a process of mutual learning between all those involved in the planning process. Mutual learning is only possible if good communication exists between the planner, the public, and public officials. A number of communication tools are available to the planner to make his role as a, technical advisor, communicator, and educator, in the planning process, easier and more effective.

Today, the world is changing at a rapid rate. We have gone from an industrial society to an information and communication society in just a few short years. If planners are to guide society into the future, they must be aware of, and know how to deal with, the problems facing them every step of the way. Only through effective, two-way communication between planners and those for whom they are planning, can society grow, prosper, and prepare for the future.

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[44] Friedmann, Retracking America, 247.

CHAPTER 2

THE TOOLS OF COMMUNICATION

2.1 INTRODUCTION

The purpose of this chapter is to provide an understanding of General Communication Theory, examine the various types of media available, explain the area of Audio-Visual communication, and then to discuss the use of video tape as a communication tool. This chapter deals with the technical aspects of media and explains the mechanics of audio-visual media within the context of communication theory. Because of the need for the planner to quickly make his ideas understood by others in both an interpersonal and a group communication situation, this practicum focuses in on these two categories of communication, and examines some of the communication tools that may be used by planners to help them communicate effectively with others.

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2.2 A GENERAL THEORY OF COMMUNICATION

Communication is a word often used and often misunderstood by those using it. There are as many definitions of communication as there are definitions of planning. What is communication?

For our purposes, communication is defined as a "process of exchanging mutually understood symbols". [45] Every moment of every day we are communicating with others. Indeed, it is almost impossible not to communicate. But why do we communicate at all? There are many reasons why humans engage in communication. One of the most basic reasons is to survive. Without communication we would not be able to cope with the changing world around us. Communication may be viewed as "the basic process through which change and more importantly, adaptation to change occur". [46] The more the world is changing around us, the greater the need for communication in order to cope with change.

In order to understand how communication helps us cope with change, four categories of communication may be established: Intrapersonal communication, Interpersonal communication, Group communication, and Mass communication. [47] The first category, Intrapersonal communication, is communication that takes place within ourselves; whenever we are thinking about a problem, deciding what to do, or writing ourselves notes, we are communicating Intrapersonally. [48] The second category,

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[45] Thomas M. Steinfatt, Human Communication: An interpersonal Introduction, (Indianapolis Indiana: The Bobbs-Merrill Company, Inc., 1977), 7.

[46] James C. McCroskey, and Lawrence R. Wheeles, Introduction to Human Communication, (Boston, Massachusetts: Allyn and Bacon, Inc., 1976), 2.

[47] Richard Dimbleby, and Graeme Burton, More than Words: An Introduction to Communication, (New York, New York: Methuen and Co., 1985), 7.

[48] Ibid., 7.

Interpersonal communication, is communication that takes place between people, that is, two people speaking to each other face to face. [49] The third category, Group communication, is "communication within groups of people and by groups of people to others". [50] The fourth category, Mass Communication, is "communication received by or used by large numbers of people". [51] The advantage of establishing these four categories of communication is they allow us to see communication as a continuous process in our lives.

Planners are public servants; therefore, a great deal of their time will be spent involved in both communication with and education of the public; consequently, they must constantly improve upon their communication skills. A planner is primarily involved in both interpersonal communication and group communication during the execution of his day-to-day duties; therefore, out of the four basic categories of communication it is crucial that the planner is able to communicate effectively with others in both of these situations.

As the names of the four categories of communication imply, the featured difference between each category is the number of people involved in the communication process; otherwise, the communication process is much the same in each of the four categories. The communication process may be regarded as a system, and like any system, it is composed of "an interrelated group of elements which work together as a whole to achieve certain outcomes". [52]

There are four basic components present in any communication system: [53]

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[49] Ibid., 7.

[50] Ibid., 7.

[51] Ibid., 7.

[52] McCroskey and Wheeles, 15.

[53] Ibid., 24-26.

1) **The Source**...the component that originates a message...

2) **The Message**...any verbal or nonverbal stimulus which can serve to evoke meaning in a receiver...

3) **The Channel**...a means by which a message is conveyed from a source to a receiver...

4) **The Receiver**...the component that ultimately acquires the source's message.

Before a message can be transmitted through a channel, it must be "*encoded* (converted into transmittable form)" [54], by the source. Once a message is received it must be "*decoded* (converted into mental symbols)"[55] so that it may be processed and understood. A possible additional component in any communication system is **Feedback**.

> Feedback...may or may not be present, depending on the particular system. Feedback is composed of messages that receivers generate that can be observed by sources which may provide the source with information about how the receiver is processing the messages the source is sending...change in the receiver determines whether or not communication has occurred. Each outcome of communication, the function that the communication performs, is some type of change in thoughts and/or behaviors. The product of all communication systems, then, is to change. To communicate is to change. [56]

One other element has to be considered in any communication system, and that is the role of Noise. "Noise is any disturbance that interferes with or distorts transmission of the message." [57] Noise can be static on the telephone, other people talking, poor reception on the television monitor, or simply a lack of interest. For effective communication to take place it is important to reduce as much noise as possible. Figure 2 on page 32 illustrates how an [idealized] basic communication system works. Figure 3 on page 32 illustrates how

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[54] Jerrold E. Kemp, and Deane K Dayton, Planning and Producing Instructional Media, Fifth Edition. (New York, New York: Harper and Row, Publishers, 1985), 12.

[55] Ibid., 13.

[56] McCroskey and Wheeles, 26-27.

[57] Kemp and Dayton, 13.

noise may interfere with effective communication.

No matter how simple or how complex any communication system is, it will exhibit the above mentioned components. This basic frame work forms the foundation of all communication systems regardless of whether it is an interpersonal communication system, between two individuals, or a mass communication system, involving thousands of individuals. Such a framework allows us to understand how any communication system works and how effective communication may take place.

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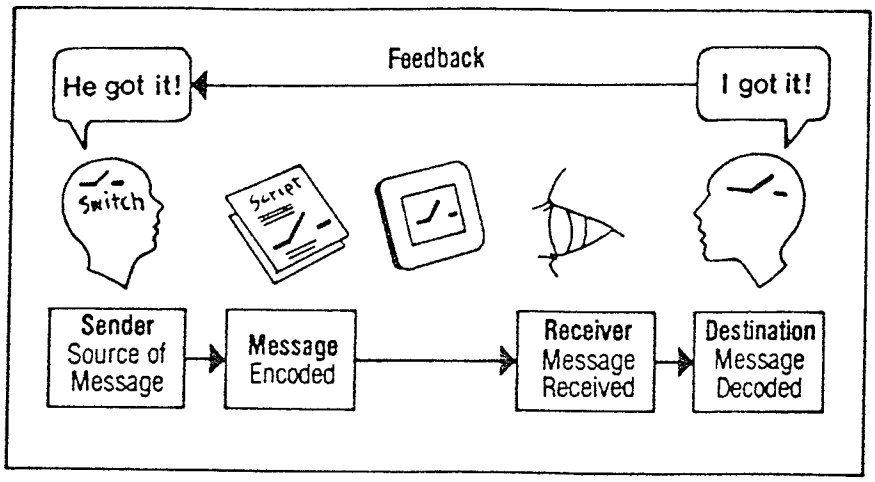

FIGURE 2: THE [IDEALIZED] BASIC COMMUNICATION SYSTEM

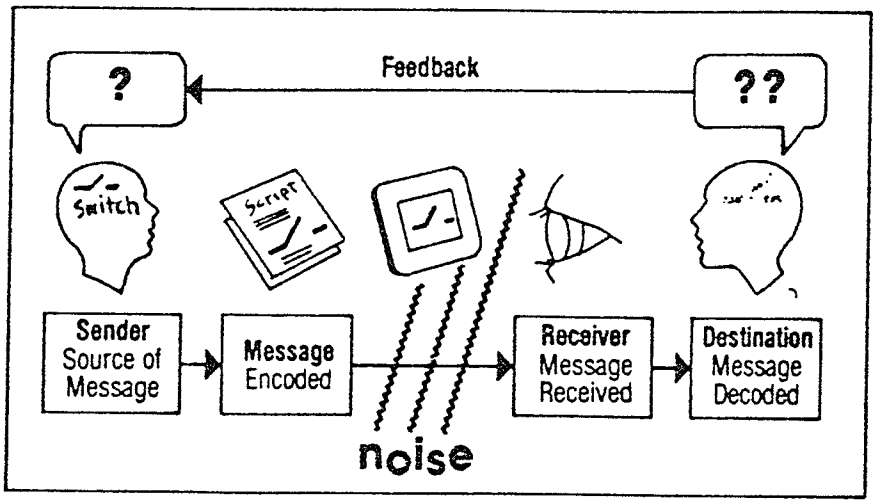

FIGURE 3: THE INTERFERENCE OF NOISE MODIFYING THE [IDEALIZED] BASIC COMMUNICATION SYSTEM

SOURCE: Jerrold E. Kemp, and Deane K. Dayton, *Planning and Producing Instructional Media*, fifth edition. (New York, New York: Harper and Row Publishers, 1985), 13.

2.3 THE VARIOUS CATEGORIES OF MEDIA

As both a communicator and an educator it is imperative that the planner's ideas are understood by others; if the planner is not able to communicate ideas effectively to individuals and groups then little or no learning will take place.

> Instruction is the arrangement of information to produce learning. The transfer of information from a source to a destination is called communication. Because new learning usually depends on taking in new information, effective instruction cannot take place unless communication takes place. [58]

If learning does not take place, the planner's role as an educator cannot be fulfilled; therefore, a breakdown in communication will result in the planner becoming ineffective in his/her role.

When problems in individual and group communication occur, the planner must ask why he/she is not being understood. The message may not have been clear, perhaps due to the fact the planner did not encode it correctly, or there may have been some form of noise that prevented proper transmission from occuring. If such is the case, the planner should simply send the message again, and if the message is understood the second time, then one of the two communication problems stated above, was likely the cause of the communication breakdown, excluding decoding problems by the receiver. However, if the second attempt to send a message fails, and the planner is confident that neither encoding, decoding, or noise problems have occurred, then he/she should consider that the problem may rest in the channel, the means by which the planner chose to convey the message. Figure 4 on page 34 illustrates where the channel fits into the communication system.

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[58] Robert Heinich, Michael Molenda, and James D. Russell, Instructional Media And The New Technologies of Instruction, third edition. (New York, New York: Macmillan Publishing Company, 1989), 4.

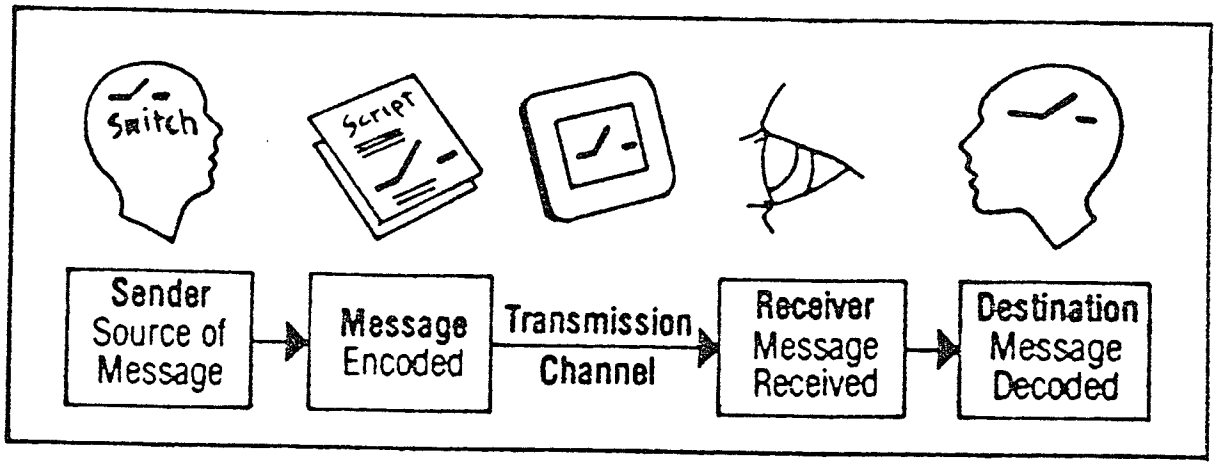

FIGURE 4: THE CHANNEL OF COMMUNICATION IN THE [IDEALIZED] BASIC COMMUNICATION SYSTEM

SOURCE: Jerrold E. Kemp, and Deane K. Dayton, *Planning and Producing Instructional Media*, fifth edition. (New York, New York: Harper and Row Publishers, 1985), 13.

If the planner believes the channel selected may be where the communication difficulty rests, then he must choose alternate channels for effective communication to occur. Although this may not be practical in the middle of communication with others, the planner will be prepared for his next similar encounter, also some thought ahead of time, before communication takes place, can prevent any communication difficulties.

When one talks about changing channels, what is really meant is changing the medium that is being used because "media are channels through which content stimuli are presented". [59]

Medium (pl. media) may be defined as: "a means of communication. Derived from the Latin *medium*, 'between', the term refers to anything that carries information between a source and a receiver." [60] To the planner various forms of media represent communication tools that if used properly will help him to be understood by others.

The term media is a very general term, almost anything that carries information is considered a form of media. An understanding of the basic groups of media will help the planner choose the most effective communication tool to suit his/her needs in both individual and group learning situations.

The various types of media available on the market today, (in 1991) may be categorized under four headings, based on their similarities. They are: 1) Printed Media 2) Visual Media 3) Audio Media 4) Audio-Visual Media.

Printed media comprise any material that is presented on paper and can be reproduced in large quantities. Such material is usually inexpensive to produce, can be used

[59] Kemp and Dayton, 36.

[60] Heinich et al., 440.

to teach, to train and to inform. Handouts, pamphlets, leaflets, flyers and annual reports are just a few examples of printed media. In addition to the low cost of producing this type of media, it offers the advantage that people can read it at their own pace and refer back to the media when they so desire. [61]

In an *individualized instruction situation*, printed media play three basic roles. Printed Media: [62]

> 1... can be used as the actual medium of instruction.
>
> 2...can be used as a vehicle for structuring and controlling the process by which learners acquire information rather than as a means of conveying the information itself.
>
> 3...can be used to support other individualized learning media.

In terms of their use in group instruction, printed media typically function in a supportive capacity. Although supportive in nature, printed media play a crucial role in ensuring that effective learning takes place. [63]

Visual Media comprise any material that is presented in the form of images. These materials may be either projected or nonprojected (displayed) and although they tend to be more expensive to use and reproduce than printed material, they are still inexpensive when compared to other types of media and do not have to be duplicated in large quantities. Visual media also offer the advantage of being *iconic*; "they normally resemble the thing they represent".[64] Examples of visual media include: posters, drawings, charts, blueprints, photographs, slides, and computer programs, without sound. In terms of their

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[61] Kemp and Dayton, 36.

[62] Henry Ellington, Producing Teaching Materials, (London, England: Kogan Page Ltd., 1985), 36.

[63] Ibid, 36.

[64] Heinich et al., 66.

use in both individualized and group instruction situations, visual media can play either a main or supportive role in the transmission of ideas. [65]

Audio Media comprise any material where "straightforward audio signals can be played to or listened to by a class, group or individual". [66] Audio tapes, in either reel to reel or cassette form, and compact discs, are commonly used audio media formats. The advantage of using audio media is it can serve as a verbal record and can be easily used in conjunction with printed material. Production costs for audio media can be relatively inexpensive. [67]

In terms of their use in both individualized and group instruction, audio media may be used as: a vehicle to convey information, a means of managing or guiding communication and instruction, and a vehicle through which people have an opportunity to interact with the media, if they have to set up and play the media themselves. [68]

The fourth Group is Audio-Visual media. As the name implies, this type of media combines an audio component with a visual component in the presentation of ideas and information. This type of media offers the advantage of appealing to more senses than any other type of media, making audio-visual media ideal for capturing the attention of people and holding it. The main disadvantage of this type of media is related to both the cost of production and the cost of equipment. Of the four types of media available, audio-visual media is by far the most effective as well as the most expensive. Examples of audio-visual materials include: slide-tape programmes, sound films, both 35 mm and 16 mm, video tapes, video discs, and computerized programs with sound. [69]

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[65] Ellington, 95.

[66] Ibid., 21.

[67] Kemp and Dayton, 38.

[68] Ellington, 118.

Figures 5, 6, and 7 on page 39 outline the attributes of various types of media. The diagrams allow the planner to determine which type of media is most effective, based on subject content and the most important learning objectives.

In terms of their use in both individual and group instruction situations, audio-visual media offer one of the better means of conveying a message. Audio-visual media can play either a main or supportive role in the transmission of ideas, depending on the planner's desire. [70]

Since the early 1930's, communication researchers have been studying the effectiveness of using various types of media as agents ofeducation and persuasion. The following list outlines the findings in a comparison between written, audiotaped, and videotaped messages in terms of their ability to educate and persuade. [71]

> 1. Live or videotaped messages are generally the most effective in changing attitudes, followed respectively by oral (audiotaped) and written messages. The persuasive advantage of live and videotaped presentations is often attributed to their ability to focus receiver attention on positive characteristics of the communicator and to distract them from message contents. We are generally more critical of written than videotaped or audiotaped materials.
>
> 2. Written messages are more easily learned and remembered than either audiotaped or videotaped messages. This is particularly true when the message is complex and when retention is measured some time after presentation of the message.
>
> 3. Communication modality interacts with message complexity in determining attitude change. Written material is more effective than either videotaped or audiotaped materials in changing attitudes when the message is difficult. When the message is easy, videotapes will be more effective than written presentations.

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[69] Ibid., 22-25.

[70] Ibid., 159.

[71] Alexis S. Tan, Mass Communication Theories and Research, second edition. (Toronto: John Wiley and Sons, 1985), 176-177.

Based on learning objectives and subject content, what attributes are required in the resources?

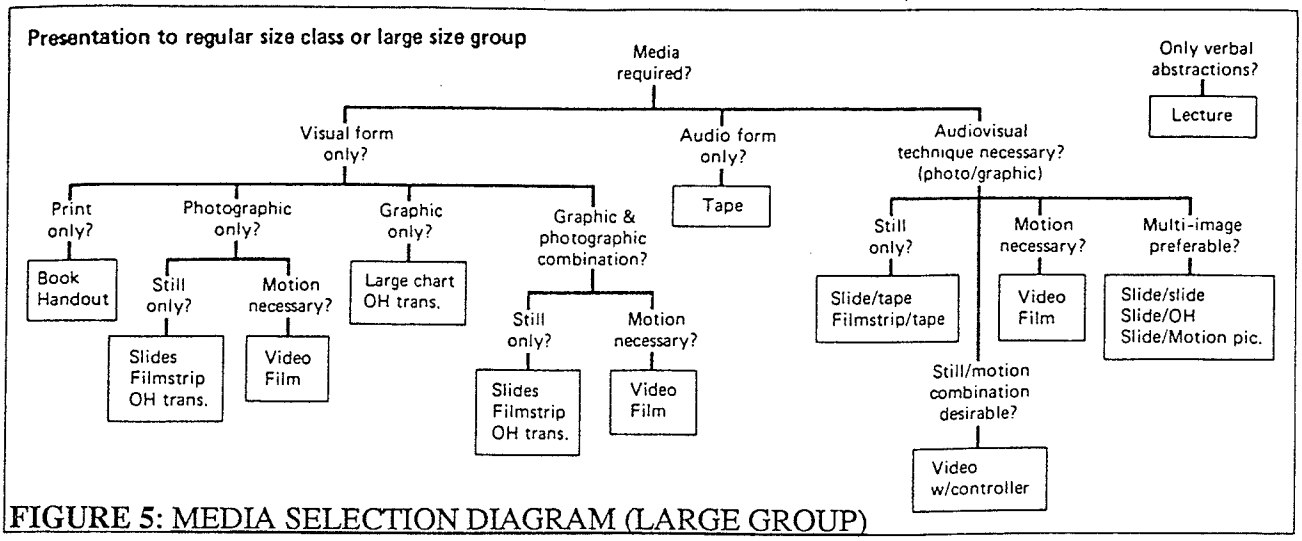

FIGURE 5: MEDIA SELECTION DIAGRAM (LARGE GROUP)

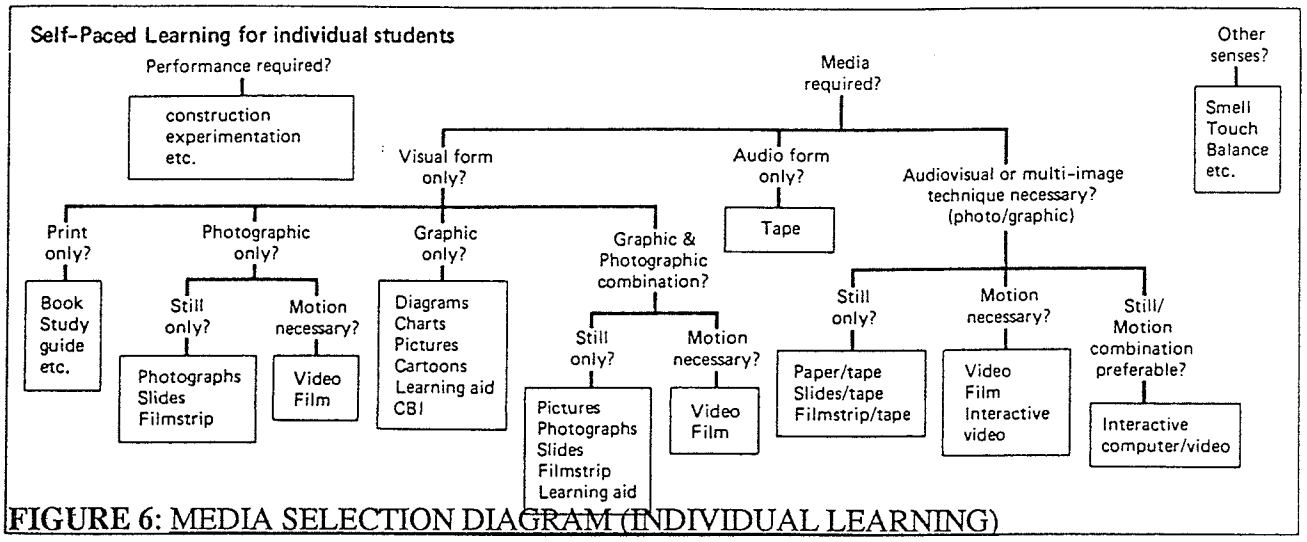

FIGURE 6: MEDIA SELECTION DIAGRAM (INDIVIDUAL LEARNING)

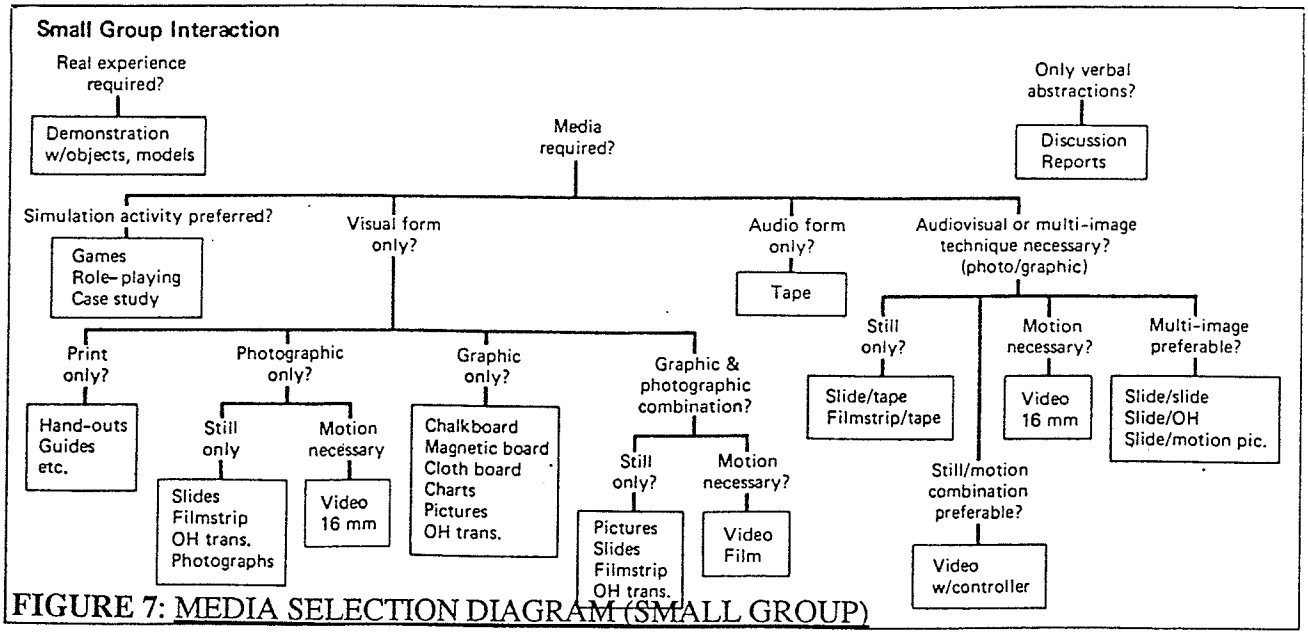

FIGURE 7: MEDIA SELECTION DIAGRAM (SMALL GROUP)

FIGURES 5, 6, 7: MEDIA SELECTION DIAGRAMS

SOURCE: Jerrold E. Kemp, and Deane K. Dayton, *Planning and Producing Instructional Media*, fifth edition. (New York, New York: Harper and Row, Publishers, 1985), 43.

4. Written messages are rated more favorably than either audio or video messages when the message is difficult.

5. Communication modality interacts with communicator trustworthiness in determining attitude change. Trustworthy sources are more effective in changing attitudes when using television instead of print or radio. Untrustworthy sources are most effective when using print or radio.

6. Television is more involving to the receiver than radio, which is more involving than print.

Any subject could be presented through any channel. The choice of which medium to use is dictated by each particular situation facing the planner. The planner must consider the objectives of the presentation, the size of the group, the intended audience, the length of the presentation, the content of the presentation, the equipment and time available to prepare, the available technical resources, and the cost of production. The final decision on which medium to use rests with the planner, but the decisions must be made based on the knowledge of the best medium available to communicate the planner's ideas.

****

2.4 COMMUNICATING THROUGH AUDIO-VISUAL MEDIA

As the main emphasis of this practicum rests on the use of one particular type of audio-visual medium, a further exploration of communication through audio-visual media is in order.

As was previously stated, audio-visual media are any means of communication that possess both a visual and an aural component. By appealing to both senses, the eyes and the ears, more information is absorbed and processed; therefore, learning takes place at a fast rate with a high level of accuracy.

Today's society is often labeled as a visual society, this is because we are constantly being bombarded by images. Because we are constantly being exposed to images, we are becoming more and more visually oriented.

> ...we know that most people are visually oriented. They learn about 10 percent from listening, but over 80 percent from what they see. More importantly, they remember only about 20 percent of what they hear, but over 50 percent of what they see and hear.
>
> The wealth of visual messages and the amount of learning that takes place through visuals necessitate the proper design and use of visuals in instruction. [72]

As society becomes more and more visually oriented, people develop a sense of *visual literacy*. "Visual literacy is the learned ability to interpret visual messages accurately and to create such messages." [73] As both an educator and a communicator, the planner must realize the role visual literacy plays in our perception of the world, and be visually literate in order to communicate effectively with others.

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[72] Heinich et al, 66.

[73] Ibid., 70.

As society becomes increasingly visually oriented, the planner will find that audio-visual media is increasingly helpful. In recent years, audio-visual media have been used extensively in the field of education, particularly as an effective teaching tool in adult education and nonformal education. [74]

When used properly as part of the learning process audio-visual media can: [75]

Make education more productive through increasing the rate of learning by providing worthwhile experiences for learners that teachers need not, or cannot, furnish...

Make education more individual through providing many alternative paths with a variety of resources so that learning can take place according to the learner's study preference, at his own pace, and convenience.

Make learning more immediate through bridging the gap between the worlds inside and outside the classroom by means of the experiences these resources can provide.

Make access to education more equal for learners wherever they are, through the portability of various materials (audio and video cassettes, filmstrips, films, self-study packages) and through the use of effective delivery systems (air transmission, cables, satellites) for transmitting information.

Give instruction a more scientific base through providing a framework for systemic instructional planning. While audio-visual materials can be more broadly referred to as *educational media*, they are only one component in the field of *instructional technology*. Another aspect of technology is its process function, which is related to planning, design, implementation, and evalution of instructional programs, and within which the necessary equipment and media are selected for use. Based on learning theory and communications research, the technology of instruction provides the means whereby learning can be effective and efficient.

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[74] World Bank Staff, The Educational Use of Mass Media, Working paper No. 491. (Washington, D.C.: World Bank Staff, 1981), 14.

[75] Jerrald E. Kemp, Planning and Producing Audio-Visual Materials, Third edition. (New York, New York: Thomas Y. Crowell Company, Inc., 1975), 6.

The above educational contributions of audio-visual media may readily be applied to the field of planning, particularly since as an educator the planner will be engaging in nonformal adult education. The proper use of audio-visual media can only make the learning experience of the planner's audience more effective and enjoyable.

****

2.5 THE PLACE OF VIDEO TAPE

Out of all the audio-visual media available to both communicators and educators, the medium of video, both videotape and videodisc, is by far the most readily available and easy-to-use medium on the market today. Video is fast becoming one of the most popular medium of communication. The term Video refers to the

> ...display of pictures on a television-type screen (the Latin word video literally means 'I see'). Any media format that employs a cathode-ray screen to present the picture portion of the message can be referred to as video.... The phosphorescent images of video are composed of dots of varying intensity on the screen. Every thirtieth of a second 525 lines of dots are "sprayed" onto the back of a cathode-ray screen, creating one full screen or "frame". As with film, each frame is actually a still picture. As with film, the rapid succession of frames is perceived as a moving image because of the persistence of vision. [76]

The process of recording images on video is similar to the process involved in audio recordings. "Video is a medium in which images are recorded electronically on magnetic tape along with sound." [77] One of the greatest, and most visible, advantage that a video medium offers over other types of audio-visual media is that it exhibits motion. In addition to video, film is another medium that exhibits motion. Film is

> ...a celluloid material on which a series of still images are chemically imprinted; this series of transparent images, when projected at twenty-four images (or 'frames') per second, is perceived by humans as a moving image. [78]

In the case of both film and video, the images are not actually moving but are merely perceived to be moving by the viewer.

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[76] Heinich et al, 218.

[77] Kemp and Dayton, 39.

[78] Heinich et al, 214.

> The illusion of motion is caused by an optical phenomenon known as *persistence of vision*: the eye and brain retain an image cast upon the retina of the eye for a fraction of a second after that image is removed from view. If a second image is presented before the trace of the previous image fades, the images blend together, creating the illusion of continuous motion. [79]
>
> Video and Film are both "media of motion." They should be considered for use whenever motion is inherent in a subject, or when it is necessary to communicate an understanding of a subject. Video or film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating a dramatic impact. [80]

Although video and film are grouped together as media of motion, they each have their own distinct characteristics. Video offers two main advantages over film, which make it ideally suited for use in instruction. First, video is a far less expensive medium to use. The cost of a two hour blank video tape is under ten dollars (1991). The term video may refer to either video tape or video disc formats. Video tape formats are grouped by size, the actual width of the magnetic tape, and are commonly enclosed in a plastic cassette for easy handling. Common tape widths are: 3/4 inch, or U-matic; 1/2 inch, either VHS or Beta, and 1/4 inch, or 8-mm. Video discs resemble LP records, although they are metal and much smaller in size, and are imprinted with pits and grooves that are read by a reflective laser beam. Video discs offer the advantage of being able to hold a single image clearly for a prolonged period of time, and they do not tend to wear easily. [81] Figure 8 on page 46 illustrates some common video formats and outlines their advantages and disadvantages.

The cost of two hours of film, which must be processed (ie. developed), before it can be viewed, can be several hundred dollars. Secondly, due to the fact that film must be processed at a film lab, it takes time, days or often weeks, before it will be available to be viewed. Video, on the other hand is immediate, that is, once it is shot, the recorded images

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[79] Ibid, 214.

[80] Kemp and Dayton, 39.

[81] Heinich et al, 218.

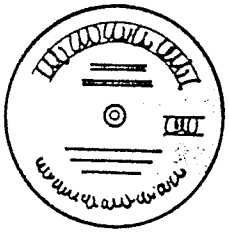
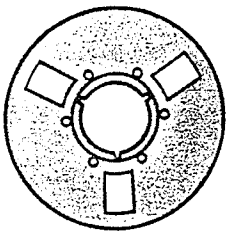
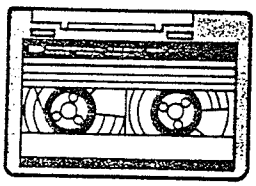
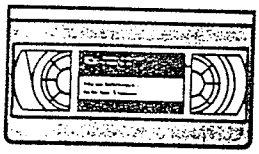
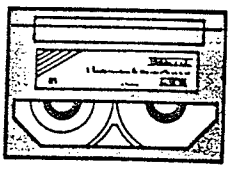
Formats	Speeds	Advantages	Limitations
Videodisc  Diameter: 12 inches	(30 mins. per side)	• flexible storage capacity: can hold 54,000 images, still or motion, or audio • fast random access to specific frames • highly durable; no wear with use • inexpensive when mass produced	• not for local production • originals expensive to produce • limited acceptance in education so far, so software is limited
Open reel  Tape width: one inch	9.6 ips (34–188 mins.)	• full broadcast quality; suitable for professional production	• requires professional handling; manual threading • bulky • found primarily in professional studios
Videocassette (U-matic)  Tape width: ¾ inch	3.75 ips (10–60 mins.)	• self-contained and self-threading • compatible with all other U-Matics • superior video quality	• found more in corporate training and TV news field recording, not as common in education • quality deteriorates with use
Videocassette (Beta or VHS)  Tape width: ½ inch	Beta = 1.57 ips VHS = 1.31 ips (30–180 mins. at standard speed)	• self-contained and self-threading • more compact than open reel or U-Matic • all VHS compatible with each other; same for Beta • abundant software available • easy local production	• video quality lower; not broadcast quality • two competing standards; VHS 10 times more popular than Beta • quality deteriorates with use
Videocassette (8-mm)  Tape width: 8-mm (about ¼ inch)	(60–120 mins.)	• most compact format • full compatibility among all makes & models • easy local production	• video quality lower • limited acceptance in education so far; little software available

FIGURE 8: COMMON VIDEO FORMATS

SOURCE: Robert Heinich, Michael Molenda, and James D. Russell, *Instructional Media And The New Technologies of Instruction*, third edition. (New York, New York: Macmillan Publishing Company, 1989), 219.

on the video tape can be viewed immediately. For the aforementioned reasons, and because video cameras are compact and portable, video is the preferred medium for planners to use in an instructional situation.

The potential planning applications of video is wide and varied. In addition to its uses as a medium of communication in formal instruction, video may be used in the day-to-day planning process as an in-house planning tool. Video tape may be used for: visual surveys for neighborhood reports, pre-construction site analysis, evaluation of pedestrian and traffic flow, monitoring large-scale projects, and evaluation of construction work. In addition, sign variances may be illustrated clearly through the use of video tape, and historic preservation will benefit because video tape not only documents historic sites but it also records intricate architectural detail. [82]

Regardless of how a video medium is used by the planner, it is obvious that because of its flexibility and adaptability, video makes an effective planning tool.

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[82] James Peters, "Video comes into its own" in Planning, 50 (9) (1984), 16.

2.6 THE PRODUCTION OF VIDEO TAPE

In order for the planner to use a video medium as an effective communication tool, it is important to understand the various steps involved in video production.

At times, the planner will want to use the immediacy of the video tape medium to record or document events as they are happening by simply going out and shooting and then showing the tape in its unedited form, that is, exactly as it was shot. This type of "quick and dirty" approach to video allows for the quick capture and transmission of a great deal of information. Another advantage of video tape is that the tapes can be reused once the original recorded information is no longer needed. However, on occasions when a formal instruction situation exists, the planner should sit down and plan out a strategy for getting the message across. The most effective way of doing this through a video medium is by using the tried and true methods developed by video and film producers.

If video is to be an effective communication tool, a considerable amount of time will be spent planning the video. "The production of video tape is 90% planning and preparation and 10% actual production." [83] In order to help the planner develop a video tape, the work is divided into three parts, these are: *preproduction, production and postproduction.* [84]

Preproduction is the most important stage of the video development from the planner's point of view, for this is where the planner decides exactly what the content of the video will be, how the video will be produced, who the intended audience will be, etc.

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[83] Willard J. Karle, Director of Communication Systems, University of Manitoba, interviewed by Author, 16 March 1990, tape recording, Uni versity of Manitoba, Winnipeg.

[84] This information is based on the Author's personal knowledge of video production.

By the time the video is ready to be shot, every aspect will have been planned out and written down on paper. Preproduction may be broken down into two stages: script development, and the planning and preparation of production and postproduction.

The purpose of developing a script is to help the planner communicate the content of the video to others involved in the completion of the video. In theory, if a good detailed script is developed and followed exactly, the finished video will reflect the exact content that the planner specified in the script.

The second stage of preproduction is consideration of production and postproduction. At this time it is important to consider what technical assistance is needed to produce the video (a camera operator, editor, sound operator, actors, etc.,); the equipment needed to produce the video (cameras, lens, tripods, recording decks, lights, editing equipment, etc.,); locations for shooting; transportation; time required for production; available budget; and any additional considerations that relate to the execution of the final script. Once the logistics of the video have been worked out, the planner is ready for the second phase in the creation of the video tape, the actual production.

Production begins when the video camera starts rolling, and ends, when you have finished shooting all the scenes that are necessary to communicate visually the ideas developed in the script. If the planner does not have the technical knowledge, the equipment, or the experience to reasonably shoot the video, there will be a need to acquire the help of others.

The final phase in the creation of the video tape is called postproduction. Postproduction begins after all the scenes in the script have been shot, and captured on video tape. The scenes must then be arranged in the order that they appear in the script; this process is known as editing. During the editing process, the planner may decide to

incorporate other elements into the video that would help to enhance the information being communicated. Music or voice-over narration, graphics, and special-effects are examples of those elements that may be deemed helpful or necessary to the success of the video tape.

It is important to remember that regardless of how good the video is, if no one ever views the video-tape, for whatever reason, producing the video will have been a waste of time and money. The planner should never embark on a lengthy video tape production unless he/she is confident that a video tape medium is the best medium to use for the particular instructional situation.

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2.7 SUMMARY AND CONCLUSION

This chapter examines general communication theory, audio-visual communication, the various types of media available, and the use of video tape as a communication tool. Communication, it has been shown, is a process that allows people to both cope with and survive change. In order to understand how we communicate with others, we may view the communication system as a process composed of a source, a message, a channel and a receiver.

The various types of media available represent different channels through which the planner may present information in an effort to be readily understood by others. There are four catagories of media, these are: printed media, visual media, audio media, and audio-visual media. Audio-visual media offer the advantage of appealing to more senses than any other type of media.

Of the various types of audio-visual media available, video tape is most effective at changing attitudes and imparting information that must be retained. In addition, video tape is an inexpensive and immediate medium which has both an audio and a visual component and which is able to convey motion. The development of a video tape program may be divided into three parts: preproduction, production, and postproduction. Although the planner may only be directly involved in the preproduction stage, it is important the planner understands all the aspects involved in video production to effectively produce a quality video tape.

The inherent nature of video tape makes it an attractive and flexible tool for communicating planning principles, policies, and procedures with
the public. As a planner is both an educator and a communicator the use of video tape is an

invaluable asset.

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CHAPTER 3

UNDERSTANDING INSTRUCTIONAL MEDIA

3.1 INTRODUCTION

Having examined the mechanics of the various types of media available, a discussion of how to develop instructional media for the field of planning is in order. The purpose of this chapter is to discuss various methods of designing instructional media. One particular approach, a *Systems Approach*, is examined in detail. Elements of two *systems approach* models, presently being used in the fields of education and communication, are adapted and used to help develop a procedural model for designing an *Instructional Video Tape Package* on planning.

****

3.2 PROBLEM STATEMENT

Experienced educators constantly reevaluate their methods so that they may improve upon the the quality of their instruction. By adding additional instructional tools to their existing portfolio, educators have the option of employing any one of several instructional methods. As both a communicator and an educator a planner must continually look for new and more effective methods of getting his message across.

It was outlined in the general introduction, that the primary purpose of this practicum is to develop a procedural manual that establishes a set of guidelines for the production of an instructional video tape package to be used in introducing planning principles to the public and newly elected or appointed municipal officials. It is the author's belief that as part of a public presentation or an instructional seminar to a small group (between 2 and 20 individuals), or alternatively in an individualized instructional situation, which permits the learner to progress at his or her own rate, the use of a video tape package - a video tape program supported by written material - is an effective communication/educational medium which can be applied to the field of planning. A secondary goal of the practicum is to test the validity of the use of a video tape medium for introducing planning principles, which forms the foundation on which the primary goal of this practicum is based.

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3.3 DESIGNING INSTRUCTIONAL MEDIA

In the field of education there are several ways in which the teaching of how to design instructional material may be approached. Since in essence this practicum is concerned with how to teach planners to develop their own instructional materials, in this case a video tape and supporting pamphlet, an examination of the current educational approaches is in order.

Instructional design is the development of materials for instructional purposes. In the field of education there are two main approaches to teaching instructional design, the knowledge approach or the product approach.

> In the Knowledge approach, students are expected to be able to state the principles of instructional design. In the product approach, students are expected to apply these principles to design instructional materials....The product approach to teaching instructional design requires that students not only know about designing instruction but,in addition, develop instructional materials. [85]

This practicum advocates a product approach, that is, not only is a step by step *cookbook-style* procedure for creating an instructional video tape package developed, but also an actual video tape package is produced using the procedure developed in this practicum.

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[85] Walter Dick and Lou Carey, The Systematic Design of Instruction, second edition. (Glenview, Illinois: Scott, Foresman and Company, 1985), viii

3.4 A SYSTEMS APPROACH MODEL FOR DESIGNING INSTRUCTION

It was traditionally thought that the best way to improve the quality of instruction was to improve the instructor by increasing the instructor's knowldege or the methods the instructor used to convey that knowledge to others. In recent years a different approach has been developed that views instruction as a "systematic process in which every component is crucial to successful learning. This perspective is usually referred to as the *systems point of view*". [86]

Before we can examine a systems approach to designing instruction we must come to a common definition of what a system is. Technically, a system may be viewed as:

> a set of interrelated parts, all of which are working together toward a defined goal. The parts of the system depend on each other for input and output, and the entire system uses feedback to determine if its desired goal has been reached. If it has not, then the system is modified until it does reach the goal. [87]

Some systems may occur naturally, others are created by man to help cope with the world around us and to produce a specific desired outcome. In an instructional situation all the components: the instructor, the learners, the instructional materials, and the learning environment, interact with one another to achieve a common goal. Therefore, "the instructional process itself can be viewed as a system. The purpose of that system is to bring about learning". [88] By designing instruction from a systems point of view, we may examine the role that each component in the system plays in instruction. Advocates of a systems view believe that understanding every component in the entire procedural system is crucial to successful learning. [89]

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[86] Ibid, 2.

[87] Ibid, 2.

[88] Ibid, 3.

Since the early 1960's researchers in the field of education have been developing various systems approach models to designing instruction. [90] The systems approach may be viewed as a tool that helps instructors to teach others new skills and information. "The systems approach is basically a design process... the process ultimately focuses upon the need and abilities of the individual learner and attempts to provide the best possible instruction." [91] The systems approach to designing instruction has been widely used by educators in both the military and industrial fields, where a high level student competency and expeditious instruction are crucial to success. [92]

There are several reasons why a systems approach is an effective approach to designing instruction. First, the systems approach is a complete process that takes the designer of the instructional medium, in this case the planner, through the entire planning, development, implementation, and evaluation of instruction. [93] Second, a systems approach to designing instruction is a *generic* procedure that can be applied to any medium of instruction (ie. a print medium, an audio-visual medium, etc.). It is important for the planner to realize that designing instruction and the delivery of instruction are separate and distinct. "The systems approach is basically a design process while instructors...computers and television are delivery mechanisms." [94] As part of the procedure it is up to the planner to determine the most effective method of delivering the instruction. [95] Third, there are a number of features inherent in the systems approach that makes this procedure successful. One feature is that *the focus*, or the decision of what ability or knowledge the public and/or

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[89] Ibid, 3-4.

[90] For more information please see Bibliography for references to the works of Leslie Briggs, Lee Cronbach, Robert Gagne, Jerrold E. Kemp., and Robert Mager.

[91] Dick and Carey, 9.

[92] Ibid, 7.

[93] Ibid, 8.

[94] Ibid, 9.

[95] Ibid, 9.

public officials will have when instruction is completed, is determined by the planner from the very beginning of the procedure; this feature will help to determine if instruction was successful. Another feature is the close interaction between every component of the procedural system. Each component in the system receives input from the preceding component which in turn provides output for the succeeding component until the entire process is complete; this feature allows the planner to go through the entire procedure with proper guidance while learning about the development of instructional techniques. [96] A final feature is this entire approach has been developed and repetitively tested, for over thirty years, with similar successful results; this fact ensures that the system can be used repeatedly with confidence in its success. [97]

There are many systems approach procedures to designing instruction, and no one approach is necessarily better than another. Some systems approach procedures are very elaborate and complex while others are rather simplistic, but all have similar elements of design. The individual instructor, or in this case the individual planner, determines which system will be used to design instruction, based on the system producing the most effective results for each particular situation. The planner may decide to adapt one or more systems approach models that are presently being used in the education or communication fields and apply them to the development of a systematic approach to instruction in the field of planning; the elements of such approaches may have to be combined, modified or changed so that certain steps in the procedure are removed or added depending on their relevance to the development of instructional material for the planning field. The approach used in this practicum is based on the adaptation of elements from two established systems approach models. Figure 9 on page 61 outlines an approach that is widely used in the field of education, called the "*Dick and Carey Systems Approach Model for Designing Instruction*", [98] and Figure 10 on page 63 outlines a Systematic "*Instructional-Design*

[96] Ibid, 2.

[97] Ibid, 7.

Plan" [99] developed by Jerrold Kemp for the field of audio-visual communication. After studying these models, it was the author's suspicion that if the models could be combined, modified and adapted to the field of planning, to develop instructional materials, particularly instructional video tapes on planning, then planners would be able to develop an effective planning tool.

The *Dick and Carey Systems Approach Model for Designing Instruction* is made up of ten components. The learner must follow nine basic steps when producing instructional materials, plus an additional component, the *Summative Evaluation*, where, after the instructional material has been developed, the effectiveness of the final product is determined. [100]

The ten components of the *Dick and Carey Systems Approach Model for Designing Instruction* are as follows: [101]

> **Identifying an Instructional Goal** - The first step in the model is to determine what it is that you want students to be able to do when they have completed your instruction....
>
> **Conducting an Instructional Analysis** - After you identify the instructional goal, you will determine what type of learning is required of the student.[ie. intellectual skills, verbal information, psychomotor skills, or attitudes]...
>
> **Identifying Entry Behaviors and Characteristics** - In addition to identifying the subordinate skills and procedural steps that must be included in the instruction, it will be necessary to identify the specific skills that students must have prior to beginning instruction. This is not a listing of all the things learners can do, but the identification of the specific skills they must be able to do in order to begin....

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[98] Ibid, 2-3.

[99] Jerrald E.Kemp. The Instructional Design Process, (New York: Harper & Row, 1985), 11.

[100] Dick and Carey, 2-3.

[101] Ibid, 5-6.

Writing Performance Objectives - Based on the instructional analysis and the statement of entry behaviors, you will write specific statements of what it is the learners will be able to do when they complete your instruction....

Developing Criterion-Referenced Test Items - Based on the objectives you have written, you develop assessment items that are parallel to and measure the learner's ability to achieve what you described in the objectives....

Developing an Instructional Strategy - Given information from the five preceding steps, you will now begin to identify the strategy that you will use in your instruction and determine the preferred media to be used to achieve the terminal objective. The strategy will include sections on preinstructional activities, presentation of information, practice and feedback, testing, and follow-through activities....

Developing and Selecting Instruction - In this step you will use your instructional strategy to produce the instruction. This typically includes a learner's manual, instructional materials, tests, and an instructor's guide....

Designing and Conducting the Formative Evaluation - Following the completion of a draft of the instruction, a series of evaluations is conducted to collect data which are used to identify how to improve it....

Revising Instruction - The final step (and the first step in a repeat cycle) is revising the instruction. Data from the formative evaluation are summarized and interpreted to attempt to identify difficulties experienced by learners in achieving the objectives, and to relate these difficulties to specific deficiencies in the instruction....

Conducting Summative Evaluation - ...although summative evaluation is the culminating evaluation of the effectiveness of instruction, it generally is not a part of the design process. It is an evaluation of the absolute and/or relative value or worth of the instruction, and occurs only after the instruction has been formatively evaluated and sufficiently revised to meet the standards of the designer.

The *Instructional-Design Plan* developed by Jerrold Kemp is also made up of ten components; note that the diagram (see Figure 10) for this procedural system is presented in a circular form. Kemp felt a circular design was important because different designers may wish to enter the system, and begin developing their own instructional materials, at different points. [102]

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[102] Kemp, 12.

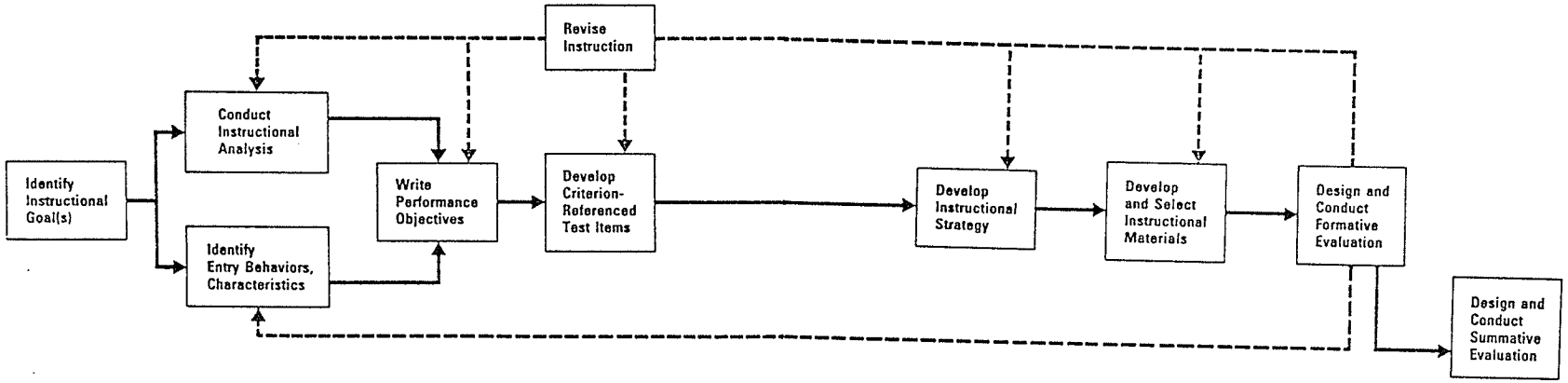

FIGURE 9: THE DICK AND CAREY SYSTEMS APPROACH MODEL FOR DESIGNING INSTRUCTION

SOURCE: Walter Dick and Lou Carey, *The Systematic Design of Instruction* , second edition. (Glenview, Illinois: Scott, Foresman and Company, 1985), 2-3.

The ten interrelated components of Kemp's *Instructional-Design Plan* are as follows: [103]

1. Assess *learning needs* for designing an instructional program; state *goals*, *constraints*, and *priorities* that must be recognized.

2. Select *topics* or *job tasks* to be treated and indicate *general purposes* to be served.

3. Examine *characteristics* of *learners* or *trainees* which should receive attention during planning.

4. Identify *subject content* and analyze *task* components relating to stated goals and purposes.

5. State *learning objectives* to be accomplished in terms of subject content and task components.

6. Design *teaching/learning activities* to accomplish the stated objectives.

7. Select *resources* to support instructional activities.

8. Specify *support services* required for developing and implementing activities and acquiring or producing materials.

9. Prepare to *evaluate learning* and outcomes of the program.

10. Determine preparation of learners or trainees to study the topic by *pretesting* them.

By studying and adapting systems approach models such as the *Dick and Carey Systems Approach Model for Designing Instruction*, and *Kemp's Instructional Design Plan*, it is possible to design instructional materials specifically for the field of planning.

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[103] Ibid, 11.

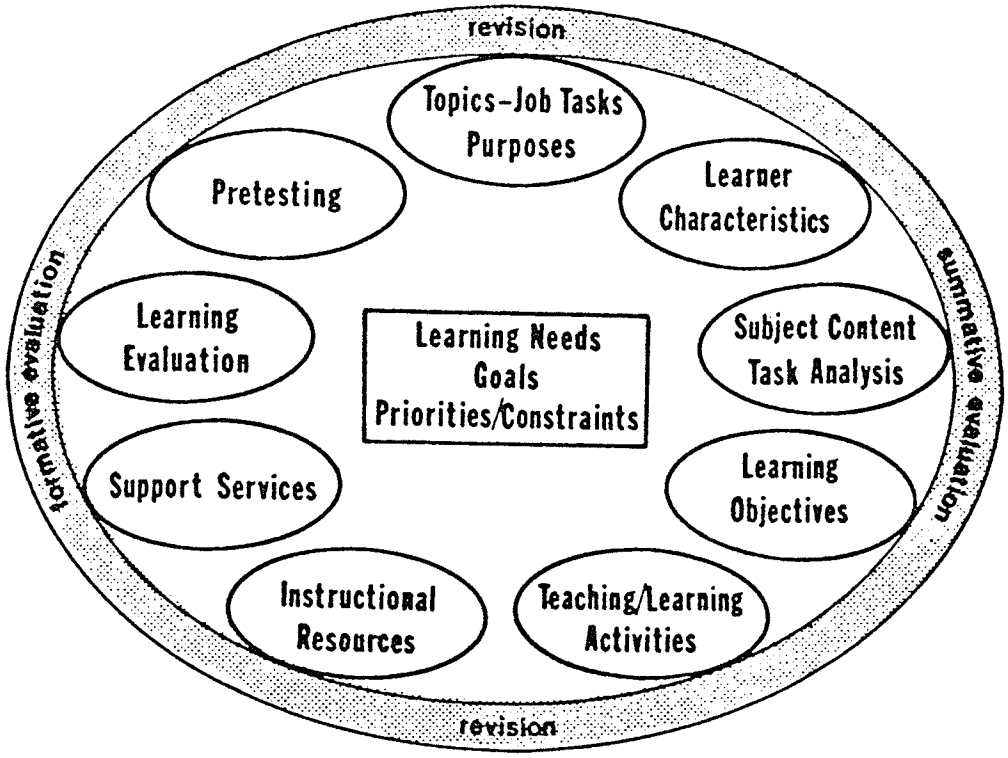

FIGURE 10: JERROLD E. KEMP'S INSTRUCTIONAL DESIGN PLAN

SOURCE: Jerrold E. Kemp, *The Instructional Design Process*, (New York, New York: Harper & Row, 1985), 11.

3.5 DEVELOPING A PROCEDURE MODEL FOR DESIGNING AN INSTRUCTIONAL VIDEO TAPE PACKAGE ON PLANNING

As stated before, the purpose of this practicum is to develop a procedure manual that establishes a set of guidelines for the production of an instructional video tape package. In other words, the intent is to develop a procedure that will help planners to educate others about planning. Consequently, the project was approached with an open mind without specifically focusing on the use of instructional video tapes as a planning tool; part of the procedural system is to determine what type of media would be most appropriate in each particular instructional situation. It should be noted that the procedure model developed for planning is a *generic* approach and could be used to develop any type of instructional materials. In this particular practicum case study, video tape was the preferred medium.

Chapter 4 of this practicum consists of a step by step explanation of the procedural system developed in this project, adapted mainly from the *Dick and Carey Systems Approach Model for Designing Instruction* and *Jerrold Kemp's Instructional Design Plan*, for the creation of an instructional video tape package for planning.

Following a *product approach* to instructional design, a case study video tape package is produced and tested for its effectiveness. The *product approach* to instructional design serves as a base for the development of a procedure manual for the production of an instructional video tape package on planning. Figure 11 on page 65 is a flow chart that outlines the 11 steps involved in *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning*. [104] As was noted above, this generic procedural approach can be used to produce any instructional medium, simply by replacing

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[104] Superpaint Version 2.0, Silicon Beach Software, Inc., 1989., was the software application used to produce the author's procedural flow chart on a MacIntosh personal computer.

THE AUTHOR'S SYSTEMS APPROACH MODEL FOR DESIGNING AN INSTRUCTIONAL VIDEO TAPE PACKAGE ON PLANNING

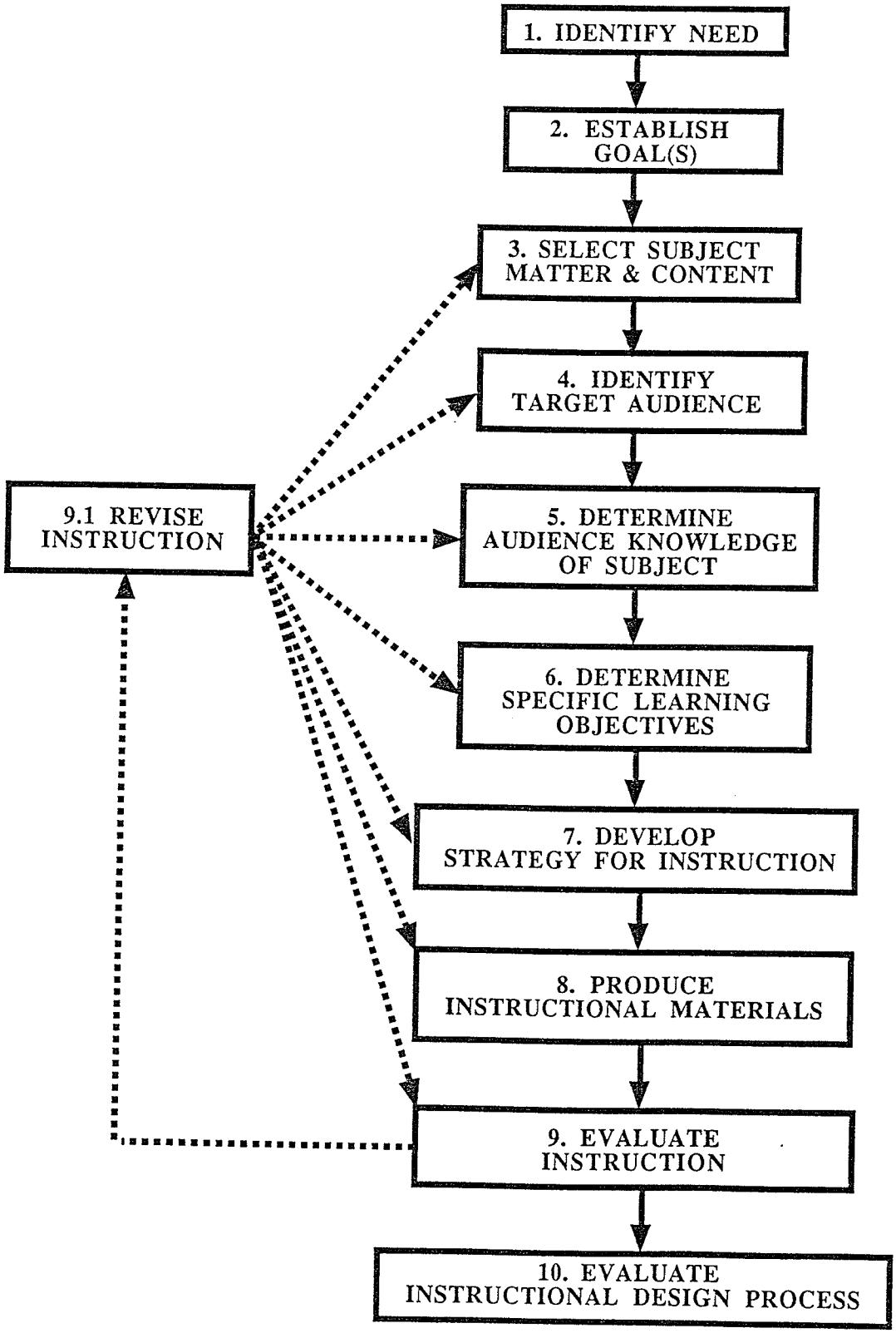

FIGURE 11: THE AUTHOR'S SYSTEMS APPROACH MODEL FOR DESIGNING AN INSTRUCTIONAL VIDEO TAPE PACKAGE ON PLANNING

the words *an Instructional Video Tape Package*, in the title of the procedural flow chart, (Figure 11) with the words *Instructional Materials*, and following the procedure. However, since this practicum is geared toward the use of video tape package as an instructional planning tool, the reader may find the procedure lacks the specific detail needed to explain how to produce other types of instructional materials.

The 11 components of *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning*, are as follows:

1. **Identify Need** - In the first step of the procedure model the planner identifies the need, and then determines how producing an instructional video tape package, will help resolve the identified need.

Dick and Carey designate Identify Instructional Goals as the first step of their model and include Identification of Need as part of completing this first step. Similarly, Kemp, in his model, includes Assessing Learning Needs as part of determining goals. Unlike Dick and Carey, and Kemp, the author designates Identification of Need as the first step of his procedural model and establishes it as a separate and distinct step from Establish Goal(s) - the second step of the author's procedural model. The author believes it is important to treat Identification of Need and Establish Goals as two separate and distinct steps, in the order designated, for if you first identify the need it will help you to better establish what your overall goals should be and allows for a more clear understanding of the author's overall procedural model. When applying the first two steps of the author's procedural model to the development of a video tape package, the planner is asked to first identify the need, and based on that need the planner is able to proceed to the second step whereby he/she establishes what the overall goal(s) of the video tape package should be. In addition, Dick and Carey establish the categorization of learning skills as a separate step -

Conducting Instructional Analysis. However, because establishing the new skills to be learned is an integral part of the overall goals of instruction, the author felt it is important to include it as part of the establishment of goals component, which is where it is included in the author's procedure model.

2. **Establish Goal(s)** - In the second step, the planner must ask, What is the general purpose of the video tape package? In other words, the planner must determine what he or she wants the viewers to have learned after they have viewed the video tape?

3. **Select Subject Matter and Content** - In the third step, the planner determines what topics are covered in the video tape package, and, based on the topic matter, what the specific content should be, to ensure that proper learning takes place.

The third step of the author's model - Select Subject Matter And Content - is based on two of the steps in Kemp's Instructional Design Plan -1) Select Topic-Job Tasks, Purposes and 2) Identify Subject Context and Task Analysis. The author felt it is important to treat the selection of the content of the video tape package as one distinct component in his design plan, separate from task analysis which will be dealt with in a later step.

4. **Identify Target Audience** - The fourth step is to determine who is the intended audience or viewer of the video tape package.

The fourth step of the author's procedure model - Identify the Target Audience - is based on a combination of elements from Kemp's component - Examining Learner Characteristics - and elements of Dick and Carey's component - Identify Entry Behaviors and Characteristics. Both Kemp's model and Dick and Carey's model identify the importance of establishing who the intended audience is, but like Kemp, and unlike Dick

and Carey, the author establishes the Identification of the Target Audience as a separate step because it has a tremendous impact on the success of the overall approach used to reach the established goals.

5. **Determine Audiences Knowledge of Subject** - The fifth step is to determine how much your target audience already knows about the subject matter in order to provide an acceptable amount of information on the topic being presented in the video tape package.

The fifth step of the author's procedure model - Determine Audience Knowledge of Subject - is based on the Pretesting component in Kemp's model and a combination of elements from Dick and Carey's components - Identifying Entry Behaviors and Characteristics, and Developing Criteria Referenced Test Items. Like Kemp's model, and Dick and Carey's model, the author's model establishes the determination of the audiences knowledge of the subject matter and what skills are required to begin instruction, as a separate and important step in the realization of the overall goal(s); however, unlike the other models, which are designed for formal instructional situations and use elaborate pretesting techniques - pretesting is an asssessment of the audience's knowledge of the subject matter before the instructional materials are developed and presented - the author's model is designed for a professional work situation, where it is not always practical to develop elaborate "pretesting" techniques due to time and budget constraints.

6. **Determine Specific Learning Objectives** - In the sixth step, the planner determines, in clear and precise one line *action statements*, exactly what it is the audience will have learned or be able to do after having viewed the video tape package.

The sixth step - Determine Specific Learning Objectives - is similar to Dick and Carey's component - Writing Performance Objectives - and elements of Kemp's components - Stating Learning Objectives and Selecting Topics-Job Tasks,Purposes.

While both Dick and Carey's model, and Kemp's model acknowledge the importance of developing specific statements of what the target audience will be able to do after completing instruction, Dick and Carey did not feel it was important in their model to determine the audience's knowledge of the subject before establishing the instructional objectives. Like Kemp, the author believes determining the audience's knowlege of the subject before establishing the instructional objectives is of utmost importance to the success of the instructional materials and therefore the author's procedure model includes the determination of specific learning objectives only after an analysis of the target audience and their knowledge of the subject.

7. **Develop a Strategy for Instruction** - The seventh step consists of studying all the information obtained in the six preceding steps, and, based on that information, determine how an approach to the actual design, presentation, and implementation of the instructional video tape package is approached. Also, at this stage, it is crucial the planner is confident that a video tape medium is the best medium to use in this particular instructional situation.

The seventh step of the author's procedural model - Develop a Strategy for Instruction - is based on Dick and Carey's component - Develop Instructional Strategy - and elements of Kemp's component - Design Teaching/Learning Activities. Like Dick and Carey and Kemp, the author believes it is important for the instructional designer, in this case the planner, to work out all the logistics of how instruction is used to reach the specified goals.

8. **Produce Instructional Materials** - The eighth step is by far the largest, most complex, and most time consuming stage in the entire procedural system. It is at this stage the instructional video tape and accompanying supporting materials are produced. It is important that the planner has the ability to obtain support to develop the video tape package

if he or she does not have the expertise to produce the material themselves.

The component - Produce Instructional Materials - regardless of the medium, can be found in any procedural model for designing instruction; it is the component that all of the procedural steps must support if the overall instructional goals are to be reached. In Dick and Carey's model, this component is referred to as Developing and Selecting Instructional Materials. In Kemp's model, the Production of Instructional Materials is made-up of two components - 1) Select Instructional Resources and 2) Specify Support Services.

9. **Evaluate Instruction** - The ninth step consists of testing the instructional video tape package to determine if it successfully accomplishes all of the goals and objectives that it was designed to accomplish.

The ninth step of the author's procedure model - Evaluate Instruction - is based on the Formative Evaluation component present in both Kemp's model and Dick and Carey's model, as well as the Learning Evaluation component present in Kemp's model. Like Kemp's model and Dick and Carey's model, the author's model recognizes the importance of developing techniques to test the effectiveness of the instructional materials. If it is determined that the instructional materials are deficient in any area, the instructional materials can be revised and improved upon until the planner is satisfied that the overall goals are met.

9.1. **Revise Instruction** - After evaluating the instructional video tape package, it may be necessary to revise the materials. Although revisions are always desirable, they are not always practical or even possible in a work situation due to time and budget constraints, and for this reason, this step is considered a possible or optional step, and is left up to the discretion of the planner. If revision is in order, the planner is able to identify from the

preceding evaluation, in which step or steps the instructional design error(s) occurrs. The Planner then returns to the step where the error occurrs, and repeats the remaining steps in the procedural model to improve upon instruction until the planner is satisfied the instructional video tape package successfully accomplishes all the stated goals and objectives. Both Dick and Carey, and Kemp emphasize the importance of revising the instructional materials as part of the overall procedure model.

10. **Evaluate the Instructional Design Process** - The final step in the procedure model is for the planner to determine the overall effectiveness of the entire procedural system. This step helps the planner to determine any strengths or weaknesses in the system; therefore, the next time the procedure is used it can be adapted or modified if required. Completing this tenth and final step helps to ensure only the best quality of instructional materials are being produced.

The tenth step of the author's procedure model - Evaluate Instructional Design Process - is based on aspects of the Summative Evaluation Component found in both Dick and Carey's model and Kemp's model. The summative evaluation component in Dick and Carey's model and Kemp's model consists of conducting a formative evaluation on the final instructional materials to determine if the instructional materials are effective and have ultimately achieved the intended goals. The main difference between the summative evaluation component found in both Dick and Carey's model and Kemp's model, and the final component of the author's model - Evaluate Instructional Design Process - is that an evaluation of the entire procedure model is recommended in terms of the model's ability to produce an effective instructional video tape package,.whereas Dick and Carey, and Kemp evaluate the effectiveness of the instructional materials and not the procedural model as a whole.

The 11 components of *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning* outline a procedural system that, when followed, helps planners to develop an instructional video tape package on planning topics. The video tape package, if developed properly, will be an effective communication and/or educational tool, making the planner's job easier.

Figure 12 on page 73 provides a conceptual comparison of the three procedure models - Dick and Carey's Model, Kemp's Model, and the Author's Model. By reading from left to right across each cell, a relationship based on similarity between the components of each model is shown.

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A CONCEPTUAL COMPARISON OF THE THREE PROCEDURE MODELS		
DICK AND CAREY'S MODEL	KEMP'S MODEL	THE AUTHOR'S MODEL
• IDENTIFY INSTRUCTIONAL GOAL(S) • CONDUCT INSTRUCTIONAL ANALYSIS	• ASSESS LEARNING NEEDS, GOALS, PRIORTIES/ CONSTRAINTS	• IDENTIFY NEED • ESTABLISH GOAL(S)
	• SELECT TOPIC-JOB TASKS, PURPOSES • IDENTIFY SUBJECT CONTENT, TASK ANALYSIS	• SELECT SUBJECT MATTER & CONTENT
• IDENTIFY ENTRY BEHAVIORS AND CHARACTERISTICS	• EXAMINE LEARNER CHARACTERISTICS	• IDENTIFY TARGET AUDIENCE
• DEVELOP CRITERION-REFERENCED TEST ITEMS	• PRETESTING	• DETERMINE AUDIENCE KNOWLEDGE OF SUBJECT
• WRITE PERFORMANCE OBJECTIVES	• STATE LEARNING OBJECTIVES	• DETERMINE SPECIFIC LEARNING OBJECTIVES
• DEVELOP INSTRUCTIONAL STRATEGY	• DESIGN TEACHING/ LEARNING ACTIVITES	• DEVELOP STRATEGY FOR INSTRUCTION
• DEVELOP AND SELECT INSTRUCTIONAL MATERIALS	• SELECT INSTRUCTIONAL RESOURCES • SPECIFY SUPPORT SERVICES	• PRODUCE INSTRUCTIONAL MATERIALS
• DESIGN AND CONDUCT FORMATIVE EVALUATION	• LEARNING EVALUATION • FORMATIVE EVALUATION	• EVALUATE INSTRUCTION
• REVISE INSTRUCTION	• REVISION	• REVISE INSTRUCTION
• DESIGN AND CONDUCT SUMMATIVE EVALUATION	• SUMMATIVE EVALUATION	• EVALUATE INSTRUCTIONAL DESIGN PROCESS
NOTE: THE ORDER OF THE COMPONENTS IN DICK AND CAREY'S MODEL AND KEMP'S MODEL HAVE BEEN REARRANGED TO CORRESPOND WITH EACH OF THE COMPONENTS IN THE AUTHOR'S MODEL.		

FIGURE 12: A CONCEPTUAL COMPARISON OF THE 3 PROCEDURE MODELS

3.6 SUMMARY AND CONCLUSION

This chapter examines the use of a systems approach for designing instructional media. It has been shown that by designing instructional media from a systems point of view it is possible to develop an effective communication and/or educational tool that could be used by planners in the workplace.

A procedural model for designing an *Instructional Video Tape Package* on Planning is presented in the form of a step by step approach where each step leads to the next step until the entire procedure is completed and an effective instructional video tape package is produced. By using the model presented, planners are able to produce their own instructional video tape packages and remain confident that it is an effective planning tool.

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CHAPTER 4

DESIGN GUIDELINES FOR THE PRODUCTION OF AN INSTRUCTIONAL VIDEO TAPE PACKAGE ON PLANNING: *A MANUAL*

4.1 INTRODUCTION

The purpose of this chapter is to explain, in detail, the 11 components of *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning*. By following the step by step procedure explained in this chapter, it is possible for planners, with little or no experience in producing instructional materials, to develop an effective instructional video tape package on planning. [105]

The procedural model developed for this practicum is based on the *Dick and Carey Systems Approach Model for Designing Instruction*, and Jerrold Kemp's *Instructional Design Plan*, which are outlined in Chapter 3 of this practicum. Familiarity with the instructional design model developed by Dick and Carey, as with the model developed by Jerrold Kemp, is necessary for the understanding of how the author derived his procedural model, but not necessary for an understanding of how to use the procedural model.

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[105] It should be noted at this time that although this model is presented here in the Fourth Chapter and is followed by the case study, in reality, when the research for this practicum was being done, the procedure model was developed, and after the case study, was revised in places so that what is presented here is the final version of the procedural model. This final version functions better than the original due to an analysis of the original model's strengths and weaknesses that were discovered during the completion of this practicum.

4.2 STEP 1: IDENTIFY NEED

The first step in *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning*, developed for this practicum, (see Figure 11) is to **IDENTIFY THE NEED**. A need may be defined as "the gap between the way we would like things to be and the way they presently are". [106] Before embarking on the design procedure it is vital the planner is fully confident that a video tape package will help resolve the identified need. If a video tape package is the medium of choice to resolve the identified need, the planner must make a rough estimate of whether or not he/she has sufficient time and funds to produce the instructional materials desired. If the planner does not have sufficient time or funds to produce an instructional video tape package, then alternate forms of media that will help the planner resolve the identified need should be considered.

As was stated in Chapter Two, a video tape medium should be used anytime it is necessary to convey motion to explain an idea or information to others.

> Video recordings...can portray a subject in motion, along with natural or appropriate sounds. Motion and sounds together give the medium its interest, its pacing, and its strongest feature - its sense of continuity or logical progression. [107]

Motion makes the subject come to life; it makes it interesting, dynamic and entertaining. Few other media offer this advantage. In addition, a video tape program can be edited in such a way that it is possible to manipulate time and space. [108]

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[106] Dick and Carey, 13.

[107] Kemp and Dayton, 221.

[108] Heinich et al, 220-221.

Through editing, video can expand or compress the time it takes for an event to occur. Methods used to expand or compress time include: slow motion, where the image subject appears to be moving at a slower pace than it would be in reality; fast motion, where the image subject appears to be moving at a faster pace than it would be in reality; and time lapse, which allows viewers to see events in a matter of seconds or minutes, as opposed to what normally would be viewed in hours or days. [109]

Video can also be used to manipulate space, that is, the manipulation of the viewers spatial perspective of the subject being viewed. "...Film and video permit us to view phenomena in microcosm and macrocosm - that is, at extremely close range or from a vast distance." [110] The manipulation of space in video can be a useful technique for planners. For example, the planner could illustrate how one land use interacts with other land uses around it by showing a close up shot of the one land use and then quickly cutting to an extremely far away shot, taking in the surrounding land uses, thus changing the viewer's spatial perspective.

Video can also be used to bridge vast distances, allowing subjects from various locations to be brought together to be shown in one location. In this way, a planner could show planning issues that are happening in areas all over a city or province without the viewer(s) every having to leave the location of the video presentation; no other medium offers this advantage as quickly and effectively as video.

In all, a video tape medium should be used whenever motion is needed; whenever there is a need for a medium that can be dynamic and entertaining; whenever there is a need to manipulate time; or whenever there is a need to manipulate space.

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[109] David Cheshire. The Book of Movie Photography, second edition. (New York, New York: Alfred A. Knopf, Inc., 1984), 188-189.

[110] Heinich et al, 220.

4.3 STEP 2: ESTABLISH GOAL(S)

The second step in the author's Instructional Design Model is to **ESTABLISH THE GOAL(S)** of the video tape package. It is at this point the planner must ask the question: What is the general purpose of the video tape package?

The general purpose of the video tape package is determined and stated in broad terms. A video tape package may have any one or any combination of the following general purposes: 1) *to motivate* 2) *to inform* 3) *to instruct.* It is important for the planner to establish the purpose of the video tape package because the treatment of the subject matter and content will vary depending on the general intent of the video tape package. [111]

> For *motivational* purposes, dramatic or entertainment techniques may be employed. The desired result is to generate interest or stimulate members of an audience to take action (assume responsibility, volunteer service, or contribute money). This involves accomplishing objectives that affect personal attitudes, values, and emotions.
>
> For informational purposes, the instructional media would most likely be used in a presentation made before an audience or class group. The content and form of the presentation would be general in nature, serving as an introduction, an overview, a report, or background knowledge. It also might employ entertainment, dramatic, or motivational techniques in order to attract and hold attention. When viewing and listening to informational-type materials, individuals are passive viewers and listeners. The anticipated response by people most likely would be limited to degrees of mental agreement or disagreement and to emotionally pleasant, neutral, or unpleasant feelings. Materials that are designed for informational purposes can in turn lead a person to involvement with the idea or topic on an instructional level.
>
> For instructional purposes, while the presentation of information is important, attention must also be given to involving the participants in mental or overt activities relating to the instructional media being used so that learning can take place. The materials themselves should be designed more systematically and psychologically sound in terms of learning principles in order to provide effective instruction. At the same time they

[111] Kemp and Dayton, 28.

should be enjoyable and provide pleasant experiences. [112]

It should be noted that although the author's overall procedural model follows an instructional design approach, the general purpose or intent of the video tape package may not actually be for instruction, rather, the video tape package may be designed for motivational or informational purposes. The overall intent of the procedural model should not be confused with the specific and distinct purpose of the video tape package.

Once the planner has determined what the general purpose of the video tape package is, the planner must then determine what he/she wants the viewers to have learned, or be able to do, [113] after having viewed the video tape, and to accomplish this, it is helpful if the planner establishes some broad objectives. The established objectives will be further refined in the 6th step of my procedural model; however, for the time being, establishing the objectives in general terms will help the planner to determine the content of the Instructional Video Tape Package. "In order to provide for the desired learning, objectives are written. They indicate what should be the outcome of the learning." [114] Based on the desired outcomes, learning objectives may be classified into three domains or areas of learning: the *Psychomotor* domain, the *Cognitive* domain, and the *Affective* domain. [115]

> the *psychomotor* area, [is] represented by performance skills involving the use of muscles as a task or job is being carried out; the *cognitive* area, which includes knowledge and information, [is] represented by thinking and other intellectual skills; and the *affective* area [is represented by] attitudes, appreciations, and values. [116]

By determining what new skills viewers will acquire after completing instruction, the

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[112] Ibid, 28.

[113] Dick and Carey, 14.

[114] Ibid, 29.

[115] Ibid, 15.

[116] Ibid, 29.

planner can establish realistic goals that can be reached through proper instructional design. It is important for the planner to remember that "goals describe the outcome of instruction, and not the process of instruction". [117] Likewise, the planner must consider both the overall goals of instruction and the choice of the medium, in this case a video tape, in the context of the organization as a whole.

> The instructional designer must be aware that all instructional design takes place in a specific context. That context includes a number of political and economic considerations, as well as technical or academic ones. Stated in another way, powerful people often determine priorities, and finances almost always determine the limitations of what can be done on an instructional design project. Any selection of instructional goals must be done in terms of the following concerns: (1) are there sufficient people to complete this job? (2) is there sufficient time to complete this job? (3) are these goals acceptable to those who must approve this instructional development effort? And most importantly, (4) will the development of this instruction solve the problem which led to the need for it? [118]

The planner must also consider if the subject matter and content of the instructional video tape package is stable enough, that is, the subject matter and content will not be out-of-date in a few months or a year, to justify the cost of producing the instructional materials. [119] The planner must also be confident that the target audience has members in sufficient numbers to justify the cost of producing the instructional video tape package. If only a few people will ever see the instructional materials, then it is difficult to justify the extensive cost of producing a video tape package.[120] Finally, the planner must be confident that he/she has the technical expertise, or can employ people who do, in order to successfully produce the instructional materials in the time available. [121]

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[117] Ibid, 14.

[118] Ibid, 17.

[119] Ibid, 17.

[120] Ibid, 17-18.

[121] Ibid, 18.

4.4 STEP 3: SELECT SUBJECT MATTER AND CONTENT

Once the overall goals of the instructional video tape package are established, the next step is for the planner to **SELECT THE SUBJECT MATTER AND CONTENT** of the instructional materials.

Since a procedural model for designing an instructional video tape package *on planning* is being presented, the subject matter will invariably be about planning or planning related issues. The planner is the recognized expert in the planning field; therefore, the planner is the person best qualified to determine what the content of the video tape on planning should be. The most important aspect for the planner to remember is the subject matter - the specific topics to be covered in the video tape package - must directly relate back to the established goals. At this point the planner will have to do considerable background research into the topics chosen to be covered in the video tape package. Background data should be collected from planning reports and documents, relevant legislation, previous public information packages, from interviews with knowledgable people in the topic field or from any other sources at the planners disposal.

Once all the background information is collected and studied, the planner determines the specific content to be covered in the video tape package.

> Subject content provides the substance of information for any topic. Information in turn leads to knowledge, which is the structure of relationships among factual details. The ultimate result is intellectual thought and understanding. [122]

One of the easiest ways to help ensure that the planner has sufficient content in the video tape package is for the planner to prepare a *content outline* based on the background

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[122] Kemp, 60.

data gathered. [123] "[The content] outline becomes the framework for your instructional media. It consists of 1) basic topics that support your objectives and 2) factual information that explains each topic." [124] By developing a content outline, the planner can determine whether there is enough information to reach the desired goal(s) or if more information is needed.

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[123] Kemp and Dayton, 32.

[124] Ibid, 32.

4.5 STEP 4: IDENTIFY TARGET AUDIENCE

The fourth step in the author's procedure model is to **IDENTIFY THE TARGET AUDIENCE** or intended viewers of the video tape package. The target audience is the particular group of people who the planner wishes to communicate with; these are the people who must ultimately reach the goals established in the procedure model. The identification of the target audience plays a significant role in determining how the content of the material in the video tape package should be presented. Since the success of the author's procedure model is based on the ability of the viewers to reach the stated goals, it is essential the planner consider for whom the video tape package is being developed. By giving "attention to the characteristics, abilities, and experiences of the learners" [125] the video tape package will reach the stated goals more effectively.

> ...information about the group's general characteristics can be very helpful in planning instruction tailored to the group's needs.These characteristics...must be inferred from what the designer [in this case the planner] or others familiar with the group actually know about it. Caution must be taken to ensure that characteristics descriptive of a particular target population are indeed those of the group instead of stereotypical misconceptions of a group's characteristics. [126]

People tend to learn and understand better when things are explained in a way to which they can relate. The planner will most likely be developing a video tape package as part of a public information program. Four examples of possible target audiences for whom a program could be developed include: the general public, elected or appointed municipal officials, planning board members, and officials from other government departments. Each of the example target audiences have their own particular slant, or way, of viewing information presented to them. As a communicator it is up to the planner to get to know the

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[125] Kemp, 46.

[126] Dick and Carey, 87.

intended audience in order to communicate with the audience on their own terms. A simple way for the planner to become familiar with the target audience is to assemble an audience *profile*. The *profile* would reveal personal and social characteristics of the audience such as: age, gender, ethnic background, attitudes, expectations, and present or previous work history. In addition, the *profile* would reveal educational information such as: highest formal level attained, Degrees obtained, I.Q. levels, or any special training. [127] "Such useful data may be obtained by observation, interviews, and informational questionnaires, as well as from attitudinal surveys completed by learners." [128]

There is one other factor that the planner should consider when identifying the target audience. For the most part, regardless of the other profile characteristics, the planner's audience will typically be composed of adult learners. As an educator, the planner should recognize that adult education often differs from other forms of formal education, accordingly, the planner must adapt the approach to accommodate the adult learners.

Adult learners often exhibit the following characteristics: [129]

- Adults enter a program with a high level of motivation and readiness to learn. Often they clearly know what goal they want to reach. They appreciate a program that is structured systematically, with elements clearly specified.

- Adults bring to a course extensive background experience from both their personal and professional lives. These experiences should be used by an instructor as major resources by helping adults relate their experiences to the topics being studied.

- Adults may be less flexible than younger learners. Their habits and methods of operation have been developed into a routine. Before they will accept change, they must see an advantage in doing so.

- Adults want to be treated as adults. They want to participate in decision making. They want to act with the instructor in mutual assessment of needs

[127] Kemp, 46-47.

[128] Ibid, 47.

[129] Ibid, 49.

and goals, in the selection of activities, and in deciding on evidence for evaluation of learning.

• Most mature adults are largely self-directed and independent. While some adults lack confidence and need reassurance of their ability to learn, the great majority prefer to engage actively in their own learning. They would prefer that the instructor serve as informal facilitator to guide, assist, and provide encouragement as necessary.

• To adults, time is an important consideration because they may have outside responsibilities. They do not like to waste time. They do want to be sure that the purpose of an instructional event will be of value to them. Therefore, purposeful and carefully structured activities are important.

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4.6 STEP 5: DETERMINE AUDIENCE KNOWLEDGE OF SUBJECT

Once the planner identifies who the intended audience of the video tape package is, the next step, the fifth step, in the author's procedure model, is to **DETERMINE THE AUDIENCE'S KNOWLEDGE OF THE SUBJECT.**

At this stage the planner is concerned with determining two aspects: "1) the learner's preparation to study the course or topic, and 2) competencies the learner may already have with some of the learning objectives for the course or topic." [130]

In order to reach the overall goal(s) of the procedure model it is necessary for the planner to determine what members of the target audience have to know in order to begin instruction; for example, if a video tape program is developed and it is designed to be used in an individual instruction situation, the user has to know where to get the equipment to view the video tape and how to operate the viewing equipment before the user can benefit from the content of the tape. [131]

Once the planner determines that the members of the target audience are prepared to begin instruction, the planner must then determine at what level of competence the subject matter of the video tape package is to be presented. The planner must determine if the material should be presented at an introductory, intermediate, or advanced level. If the target audience already has more knowledge of the subject than is presented in the instructional video tape package, then the viewers will become bored and lose interest in the video tape package. On the other hand, if the content is too advanced for the target audience to grasp, than the viewers will become frustrated and will not be able to concentrate on the subject matter presented. In either case, it is doubtful the overall goals of the procedural

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[130] Kemp, 189.

[131] Dick and Carey, 79.

model will be reached.

The best way of ensuring there is a good match between the level of content of the instructional materials and the abilities of the target audience is to administer a survey to the members of the target audience. The administration of a survey represents an ideal instructional situation, and although desirable, it is not always practical or appreciated by adult learners in a work situation. Alternatively the planner will often have to rely upon his/her personal awareness of the target audience's knowledge of the subject matter or rely upon other, more informal, means of acquiring this information, such as: informal oral questioning; the use of a short pretopic questionnaire; or through open discussions with members of the target audience outside of a formal setting.

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4.7 STEP 6: DETERMINE SPECIFIC LEARNING OBJECTIVES

The next step in the author's procedure model, after determining the audience's knowledge of a subject, is to **DETERMINE THE SPECIFIC LEARNING OBJECTIVES**. This means the planner has to decide exactly what it is the target audience will have learned or be able to do after having viewed the video tape package. [132]

The second step of the author's procedure model - Establish Goals - specifies that it is important to identify some broad instructional objectives. Once the planner has a good idea of the video tape package's goals, content, and audience, as well as having a good idea of the audience's knowledge of the video tape package subject matter, it is time to further refine the objectives.

> To plan successful instructional media and other learning experiences, it is necessary to know specifically what must be learned. The purpose of formulating objectives is to provide clear guidance that permits an orderly presentation of content leading to learning. [133]

The specific learning objectives may be categorized as one of two distinct types: 1) subordinate objectives, and 2) the terminal objective [134]

> The objectives that pave the way to the achievement of the terminal objective are referred to as subordinate objectives. When you convert the instructional goal to an objective, it is referred to as the terminal objective. The terminal objective describes exactly what the student will be able to do when he or she completes a unit of instruction. [135]

There are a number of reasons why it is important for the planner, as an educator

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[132] Dick and Carey, 99.

[133] Kemp and Dayton, 29.

[134] Dick and Carey, 99.

[135] Ibid, 99.

and the designer of the instructional materials, to write out specific statements in regard to what is expected of the target audience once they have viewed the video tape package.

> First, the stated objectives provide a basis for the selection and organization of instructional activities and resources so that effective learning can take place. Second, learning objectives provide a framework for devising ways to evaluate student learning. Since written test and performance activities are the major means to measure student learning, objectives should guide the design of relevant testing items and procedures. [136]

The learning objectives should be made in clear concise statements, of one or more lines. The planner should be cautious when listing the learning objectives to avoid vague or unspecific terms that may lack clarity as a guide for later developing the instructional materials. [137] Also, the planner must remember while writing the learning objectives, that the test items developed to evaluate instruction will be based on these statements. The following guide will help planners to establish clear concise statements of what is to be learned by the target audience.

> Useful statements of objectives for instructional purposes are made up of two grammatical parts. First: a specific *Action Verb* like one of these - to identify, to name, to demonstrate, to show, to make or build, to order or arrange, to distinguish between to compare, or to apply. Second: *Content Reference* that follows the verb, like - to name the five steps in a process, to assemble all part of a machine properly, to write a 500-word theme, to apply a rule, to solve four of five problems. [138]

By determining the specific learning objectives the planner has a guide from which to arrange the content of the information to be presented in the instructional materials; this in turn allows the planner to produce an effective instructional video tape package.

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[136] Kemp, 78.

[137] Kemp and Dayton, 29.

[138] Ibid, 29.

4.8 STEP 7: DEVELOP A STRATEGY FOR INSTRUCTION

The seventh step in the author's procedure model, **DEVELOP A STRATEGY FOR INSTRUCTION**, consists of an analysis of all the information obtained in the six preceding steps so the planner can determine how best to approach the design, presentation, and implementation of the instructional video tape package.

> An instructional strategy describes the general components of a set of instructional materials and the procedures that will be used with those materials to elicit particular learning outcomes from students. There are five major components to an instructional strategy: 1) Preinstructional activities 2) Information presentation 3) Student participation 4) Testing 5) follow through [139]

Before each of the 5 components in the instructional strategy are explained, it should be mentioned that not every instructional strategy will be made up of all 5 components. Each planner develops his/her own instructional strategy in accordance with how they will "bring learners into a state of full knowledge", [140] and each instructional situation may call for a different strategy. By knowing what each component is intended for, the planner is better suited to bring about the desired learning.

Preinstructional activities: Prior to formal instruction, the planner considers how the video tape package is introduced to the target audience. If a video tape package is to be used in a small group instructional situation, the planner may wish to explain to the target audience before instruction begins, why the video tape package was developed and what the video tape package is about. If the video tape package is to be used in an individual instruction situation; for example, if the package is being "mailed out" to people, the planner may wish to send an accompanying cover letter explaining the purpose and content

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[139] Dick and Carey, 136.

[140] Ibid, 135.

of the video tape package. Appendix D is an example of a cover letter that could accompany the case study instructional materials in an individual instruction situation. As part of the explanation of the use of an instructional video tape package, the planner should indicate what the viewers will learn, or be able to do after completing instruction; what preliminary or background knowledge, if any, is needed by the audience prior to beginning instruction; and the planner should try to ensure there is a high level of motivation amongst the target audience prior to instruction, so they will be more receptive to the content of the video tape package. [141]

Information Presentation: The planner should next consider how the instructional video tape package should be presented to the members of the target audience. [142] Consideration of how to present the instructional video tape package must be done at two levels. One level deals with the instructional setting, and the other level deals with the information contained in the video tape package. At the instructional setting level, the planner must determine how the video tape package will be used by his/her organization as part of a larger public information program. The planner should determine if the video tape package is intended to be used in small group instructional seminars or as part of a public display or for individual instruction situations or if the video tape is to be broadcasted over a local public information television channel. Determining how or in what capacity the video tape package is used will play a significant role in how the video tape package should be designed.

At the other level, the level of information that is to be presented in the video tape package, the planner must decide "exactly what information, concepts, rules and principles need to be presented," [143] and how best to arrange the content of the package so that each

[141] Ibid, 136-137.

[142] Ibid, 137-138.

[143] Ibid, 138.

point of information builds on the previous point and explains the subject matter in a well thought out, logical manner. The planner should always design the instructional materials so that the most basic skills are taught first, and then build on those skills accordingly. The planner should also consider how much information or material needs to be presented to the target audience in order for the audience to successfully reach the determined goals. [144]

Student Participation: Next, the planner should consider ways to actively involve the target audience in the learning process. By actively involving the members of the target audience in the learning process, instruction becomes more interesting and memorable for both the instructor and the learners.

> One of the most powerful components in the learning process is that of practice with feedback. You can enhance the learning process greatly by providing the student with activities that are directly relevant to the objectives. Students should be provided an opportunity to practice what you want them to be able to do. Not only should they be able to practice, but they should be provided feedback or information about their performance....Feedback may also be provided in the form of reinforcement. Reinforcement for adult learners is typically in terms of statements like "Great, you are correct". [145]

If at all possible the planner should try to incorporate feedback from the target audience in the instructional strategy. In a small group instructional situation, feedback could take the form of an open dialogue that would allow the target audience to discuss the information that is presented in the video tape package. The planner then could channel the conversation in such a way so as to encourage the audience to apply their own personal experiences to that which was learned in the instructional materials.

Testing: It is at this stage that the planner determines how the instructional materials will be evaluated. There are four basic types of tests: *Entry Behavior Tests*, which

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[144] Ibid, 137-138.

[145] Ibid, 138.

determine if members of the target audience have the sufficient prerequisites to begin instruction; *Pretests*, which determine how much the target audience knows about the subject prior to instruction; *Embedded Tests*, which determine if members of the audience have successfully accomplished a specific objective immediately after being taught the new information; *Posttests*, which determine if all the objectives, including the terminal objective, have been met. [146]

The planner should always include a posttest in the instructional strategy in order to determine if the members of the target audience are sufficiently well informed to deal with the planning issues that are expressed in the form of the instructional goal(s). If at all possible it is desirable to pretest the target audience to accurately determine how much is known about the subject prior to instruction. By comparing the pretest and posttest results, the effectiveness of the instructional materials at reaching the desired goals can be determined. It is left up to the planner's discretion, depending on the instructional situation, whether to include the other types of tests in the instructional strategy.

Follow-Through Activities: Once instruction is delivered, the planner should make available to the target audience any additional information prepared on the topics covered in the instructional materials. If certain members of the target audience are having trouble understanding the information presented in the instructional materials, the planner should develop a strategy on how to assist these members with reaching the instructional goals. [147]

Before moving on to the next component in the author's procedure model - Producing The Instructional Materials - it is crucial that the planner is confident that a video tape medium is the best medium to use in the given instructional situation. This is the point

[146] Ibid, 109-110.

[147] Ibid, 139.

of no return! Once again, a video tape medium should be used any time there is a need for motion or a need to manipulate time or space or a need for a medium that is dynamic and entertaining in order to reach the overall instructional goals.

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4.9 STEP 8: PRODUCE INSTRUCTIONAL MATERIALS

The next step in the author's procedure model - **PRODUCE INSTRUCTIONAL MATERIALS** - is the component in which the planner actually develops the instructional video tape package. The video tape package consists of two components: 1) a video tape and 2) a pamphlet - written material that supports the video tape. The advantages of both of these mediums, a video tape medium and a print medium, were explained in chapter 2. By combining the two types of media an effective instructional tool can be produced which could be of great value to the planner.

The planner has the option of producing the instructional materials alone or acquiring the assistance of a *production team*. If the planner chooses to produce the instructional materials alone, the planner will need the following skills: sufficient knowledge of the subject; an understanding of how to interpret the subject visually; the ability to plan instruction; and technical skills in video production and graphic arts. [148]

If the planner lacks sufficient knowledge in any of the above mentioned areas, the planner must assemble a *production team*. A *production team* consists of: *a subject specialist, a communications specialist, an instructional designer*, and *technical related staff*. [149]

Since the planner is following the step by step procedure outlined in this manual, the planner is already familiar with instructional design and will not need the assistance of an instructional designer. Likewise, since the instructional video tape package is on planning, the subject specialist is the planner. The planner needs only to hire a communication specialist and any technical support staff.

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[148] Kemp and Dayton, 30.

[149] Ibid, 30.

> The communications specialist is the individual who knows how to handle the content (treatment, scriptwriting, camera angels, and related essential knowledge and skills) and knows the advantages, limitations, and uses of the various instructional media so that the resulting materials will achieve the anticipated purposes....the technical staff comprises those responsible for the photography, the videotaping, the art work, the lighting, and sound recording. [150]

With the proliferation of inexpensive personal hand-held video cameras, the planner may have considerable experience with the operation of video equipment and may feel confident in his /her ability to produce the video tape. Likewise, with the advent of desk-top publishing programs for personal computers, the planner may feel confident that he/she can produce a quality pamphlet on the computer with little or no graphic art experience.

Regardless of whether the planner decides to produce the instructional materials alone or requires the assistance of a production team, the planner needs to have a working knowledge of video tape production techniques in order to communicate with others about the development of the video tape program.

As was explained in Chapter 2, the development of a video tape program may be divided into three parts: preproduction, production and postproduction.

Preproduction is the most important phase from the planner's point of view. Regardless of the planner's involvement with the other stages of producing the video tape program, the planner is significantly involved in the preproduction stage. Preproduction may be broken down into two stages: script development, and the planning and preparation of production and postproduction.

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[150] Ibid, 30.

Since the planner is a communicator, as well as being the subject specialist for the instructional materials, the planner should write the script for the video tape, or at least assist in the writing of the script. The purpose of writing a script is to communicate the content of the video to others involved in the production of the video. "The film script breaks the action down into scenes and shots. The type of shot is noted, with a brief description of the action." [151] When developing the script it is helpful to use the following procedure: start with a *proposal,* which is a brief one or two line explanation of what the video tape program is about; next, develop a *treatment,* which describes in one or two pages the content, subject matter, and how the content and subject matter will be arranged in the video tape program; and finally, write the *script.* [152] Appendix A shows a proposal, a compressed version of a treatment, and presents the full script for the case study video tape program. [153]

When writing the script it is important for the planner to *think visually*. The planner must remember that the video tape is to be *viewed*, not read, and that any information will be predominantly explained through the use of images; this fact necessitates a particular writing style when developing the script that is very descriptive in terms of the content of each shot.

It is recognized that while developing the script, the planner thinks about a visual way in and out of the video tape program, that is, the planner should consider how the video tape program will begin and end. The planner should determine what images will make for a good opening - an opening that will catch the audiences attention - and what images will make for a pleasant closing - images that will leave the audience with a good feeling. It is also advisable to plan carefully what is called *hills and valleys* in the program

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[151] Cheshire, 148.

[152] Ibid, 140.

[153] Microsoft Word Version 4.0, Microsoft Corporation, 1989., was the software application used to develop the script for the case study video tape program.

itself. Hills and valleys are high points and low points where the audience is taken through a complete range of emotions. Hills and valleys are created by juxtaposing two or more different shots that are used to create a dramatic impact on the viewers; for example, a shot of a baby playing, followed by a shot of a bull dozer smashing down a house, followed by a shot of elderly people sitting on a park bench: in this example a hightened sense of tension is created by contrasting a harsh shot of a bulldozer between two tranquil shots of people; this effect creates a much more powerful scene than if three shots of people were used. [154]

One helpful method of conveying your ideas to others visually, a method used extensively in feature films, is to compose a storyboard. A storyboard of the video tape program is a series of "rough sketches of the successive images". [155] Although it would not be practical, because of budget and time constraints, to draw out every shot in the script, it is often helpful for the planner to take pictures while scouting film locations and to arrange the pictures in sequence on a large sheet of cardboard to act as a visual representation of the various topic areas in the video tape program. This will allow others involved in the production to visualize the script.

The planner will probably want to include narration (a commentary) in the script as well. The narration can be used to make points, draw conclusions, explain detailed information, and tie up any loose ends. [156] When writing the narration for the script the planner should remember to: "Try to keep it as brief as possible and do not fill every frame...with sound - rather let the images tell their own story." [157]

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[154] Ibid, 222-223.

[155] Cheshire, 141.

[156] Ibid, 138.

[157] Ibid, 138.

The planner may also want to include interviews with representatives of the target audience; this will help the people viewing the video tape to relate to the information being presented. "Wherever possible...you should try to find others to say what you are trying to convey." [158] If the people being interviewed are trustworthy, especially if they are local community members, then their substantiation of the points being presented in the video tape will go a long way in terms of audience acceptance.

> Interviews can be conducted in two ways: as a two-way conversation where you would expect to retain the questions as well as the answers after editing, or where you intend to remove all trace of the questions during editing, leaving the final version "clean" of the interviewer's presence. [159]

In order to write a script it will be helpful for the planner to become familiar with basic camera shots, camera angles, and camera movements. The following list, taken from the Glossary of David Cheshire's, *The Book of Movie Photography*, outlines some basic film/video terms: [160]

> *Long Shot*: Shot taken from a distance to include the overall scene.
>
> *Mid [medium] Shot*: Shot of part of a scene, from a sufficient distance to include most of the body of an actor or a group of people.
>
> *Close-up*: Shot which concentrates on one detail such as a face.
>
> *Establishing Shot*: Shot used to introduce a new location or time span. It is frequently a wide-angle.
>
> *Master Shot*: Main shot of a scene, filmed continuously from one camera. Other shots of the scene may be cut in to the master shot during editing.
>
> *Two-Shot*: Shot in which two people appear.
>
> *Three-Shot*: Mid or long shot in which three people appear.
>
> *High Angle Shot*: Shot from a camera placed above the subject and

[158] Ibid, 138.

[159] Ibid, 138.

[160] Ibid, 276-282

pointing down.

Low Angle Shot: Shot taken from a camera placed close to the ground and pointing upwards.

Pan: To rotate the camera so that the field of view sweeps round in a horizontal panorama.

Tilt: Pan in a vertical direction.

Once the planner has written the script, the planner is ready to consider how the script will be turned into the video tape.

Next, the planner should consider the quality of the video tape format he/she intends to use. All the various video tape formats can be grouped into one of two categories based on the quality of the image they produce. The two categories are: 1) Production or Professional Broadcast Quality Video Tape Formats 2) Non-Professional Quality Video Tape Formats.

Like anything else in life, the better the quality the greater the cost. Of the video tape formats on the market today, Umatic (3/4 inch and 3/4 inch S.P), and Beta are the commonly used professional quality formats. VHS, Super VHS, and 8mm video are the commonly used non-professional video tape formats. Formats that are of a professional nature offer the advantage of maintaining a sharp image ,or picture, quality after copies of the original footage have been made. In addition, professional formats maintain their picture quality when broadcasted. Every time video images are copied there is a loss of one generation; therefore, by the time a video tape is edited it becomes a second generation copy. The edited video tape is called the *master tape*. From the master tape, which is the final edited video tape program, copies, called dubs, are made. Dubs are therefore a third generation copy. [161]

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[161] Bill Renaud, Producer-Director Production Services Educational Support Division, University of Manitoba, interviewed by author, 20 August 1990, University of Manitoba, Winnipeg.

If a non-professional format is used, by the time a third generation copy is made the image quality of the video tape footage is very poor. If the video tape program is going to be used on one occasion; therefore, the *master copy* could be used, the planner may choose to save money and produce a video tape of a non-professional standard. If, however, the planner requires many copies of the video tape program, intends to use the video tape over and over again, or intends to broadcast the video tape over a local community television channel, then a format of a professional standard should be used.

Although a rough estimate of the overall cost of production is made with the conception to use the author's procedure model to produce an instructional video tape package, it is at this stage the planner should determine the exact cost of production and work out a proposed budget for developing the video tape package. The cost of producing a video tape program can vary greatly depending on the length of the program, the content, the number of locations that must be travelled to, the number of people involved in the production, and the addition of any graphics, special effects and music. In 1990 the average 1/2 hour introductory video tape program that is of a professional quality can range anywhere from $6,000.00 to $30,000.00. [162] Appendix B, is a cost breakdown for the case study video tape, showing the costs the planner may have to consider when producing a video tape. Likewise, the cost of producing a pamphlet may vary substantially depending upon its elaborateness.

The first step when considering production is to determine where the shots and scenes of the video tape will be recorded. The planner will *scout locations* and will choose locations and subjects that present adequate visual images that reflect the content of the script.

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[162] The video tape cost estimates were obtained from local video production companies in the Winnipeg Area, and are quoted in 1991 dollars.

If there are several people working on the video tape production it may be helpful for the planner to draw up a *shooting schedule.* "The [shooting] schedule simply breaks down the original film script into convenient work sessions for the camera." [163] The shooting schedule states on what given day and at what time a particular scene will be shot. The shooting schedule also lists all the people involved in the shoot and states the location of the scene.

Based on the subject matter, the shooting locations, and the shooting schedule, the planner should arrange all of the shots in the script into a logical order; arranging the shots in a logical order helps to make the best use of time and money, as often it is not feasible to shoot each sequence as it appears in the script. For example, the opening shot and the closing shot may be from the same location and it would not be logical to return to the location twice if both shots could be obtained at one time. The order in which you record all the shots that are in the script is known as a *shooting script.* [164]

Now that the planner knows the who,what, where, when, and why of the video tape program, the planner is prepared to go into the second phase of making a video tape - the production phase.

As was explained in Chapter 2, production begins when the video camera starts rolling, and ends when you have finished shooting all the scenes necessary to communicate visually the ideas developed in the script. Although it is not the intent of this practicum to teach planners about actual video taping techniques, the planner should realize that if he/she intends to shoot the video tape personally, he/she will have to acquire a working knowledge of the following equipment: a production quality video camera (3/4 inch or Beta), or alternately a standard quality video camera (VHS or Super 8mm), a video cassette

[163] Cheshire, 148.

[164] Ibid, 141.

recording deck, a tripod with a fluid video head to allow for smooth pans, various microphones (Boom mic. and a Neck mic) depending on the circumstances of recording sound, and a lighting set of atleast two lights. In addition, the planner must remember to purchase enough blank video tapes and to constantly recharge the camera batteries after a day's shooting. The following recommendations should be considered by the novice video producers: keep it simple; vary your shots, that is, take a variety of shot types of a single subject; and try not to pan, tilt, or zoom in and out, too much. When planning the shots, it is important for the planner to remember that the sun should always be behind the camera when shooting outdoors, to ensure the subjects being shot are well lit. In addition, the wind should be blowing towards the camera during an interview; therefore, the wind will be blowing onto the interviewee's back, which will aid in protecting the interviewee's microphone from the wind, thus keeping the sound clear.

One last tip; and that is, *you can never shoot too much footage*. For every hour of footage shot you may only end up with a few useable minutes. Once all the video tape footage has been shot, and all the scenes in the script have been captured, the planner is ready for the postproduction phase.

Postproduction involves the editing of the "raw" video tape footage that was shot and the addition to the video tape of any music, graphics or special effects that will improve the overall impact of the video tape program.

Before the planner begins editing the video tape, consideration must be given to the overall length of the program. The complexity of the subject matter and content will determine to a large extent the length of the program. A general rule of thumb is to "keep it short and to the point". The author of this practicum recommends that an introductory video tape program be no longer than 30 minutes. A video tape program that handles an indepth topic may range from 30 minutes to 2 hours. If the video tape program is 2 hours in length,

it is advisable to divide the video tape into two parts with a break between the showing of the first and second part of the program, thus giving the viewers time to absorb and think about the information that was presented. If a subject is so complex that it cannot be handled properly in 2 hours, than a series of video tape programs on the topic should be made.

Although it is not the intent of this practicum to explain all of the techniques involved in video tape editing, it is important for the planner to realize the benefits of editing. Editing may be defined as a "process in which the raw material...originally shot is cut and rearranged to create a coherent and satisfying whole. [165] If the planner intends to edit the video tape footage personally, the planner will need a working knowledge of an "editing suite". An editing suite is composed of the following: atleast one video cassette recorder used to play the original footage; two video monitors used to view the video tape footage while editing; a second video cassette recorder used to record the edited scenes; and a video editing/mixing board that electronically transfers the original video tape footage on to a blank video tape, resulting in the footage being electronically "spliced" end to end with other video tape footage.

There are two ways of editing a video tape. One method of video tape editing consists of laying down the pictures first and then including the sound track narration. A second method of video tape editing consists of laying down the sound track narration first, and then cutting the pictures to the sound, which is the reversal of the first method. [166] It is recommended that the novice editor use the second of the two above mentioned techniques, for the voice-over narration can be used as a guide to determine when one shot should cut to another shot, thereby corresponding the images to the narration in a given scene. As a general rule, a shot should be cut in to the program, on or just before, a descriptive word

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[165] Ibid, 277.

[166] Bill Renaud, Producer-Director Production Services Educational Support Division, University of Manitoba, interviewed by author, 20 August 1990, University of Manitoba, Winnipeg.

that represents the shot. [167]

One of the best ways for the planner to get a quick editing lesson is to watch television documentaries and examine how professional productions convey information. The planner should not be watching the program but rather studying the mechanics of how the program was put together; what works and what does not work.

If the planner is going to have someone else do the editing, it will be helpful if copies of all the original video tape footage are made and each frame of the footage has the time code *burned in.* Figure 13 and Figure 14 on page 106 illustrate what two time coded frames look like from two different shots. The time code reveals in sequence, what hour, minute, second, and frame of footage is being viewed. [168] By having the time code burned in to each frame of the video tape footage, the planner can view the footage at his /her leisure and determine which shots will be used in the final program. By knowing accurately where each shot begins and ends, simply by recording the start and end numbers of the time code shown on the shots selected, the planner can write down the specific shots to be edited together. Once the desired shots for the entire video tape program have been selected and recorded according to their time codes, a list called a *Take Sheet*, a written record of all footage selected according to the time codes, can be given to the person doing the editing who can use the time code numbers as a guide to arrange the video tape program in the correct sequence. For example, a time code edit instruction might look like the following: Splice the shot of the *Selkirk Marine Museum Ships* (00 58 45 18 to 00 58 47 29) to the shot of the *Simplot Fertilizer Manufacturing Plant, in Brandon* (01 45 36 15 to 01 45 38 04) Appendix C, is an example of a take sheet and shows how the above mentioned edit, which is the edit for the images presented in Figure 13 and Figure 14, would be written

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[167] Graeme Doyle, Producer-Director Video Services Lions Manor, interviewed by author, 8 August 1990, Lions Manor, Winnipeg.

[168] There are 30 frames of video each second.

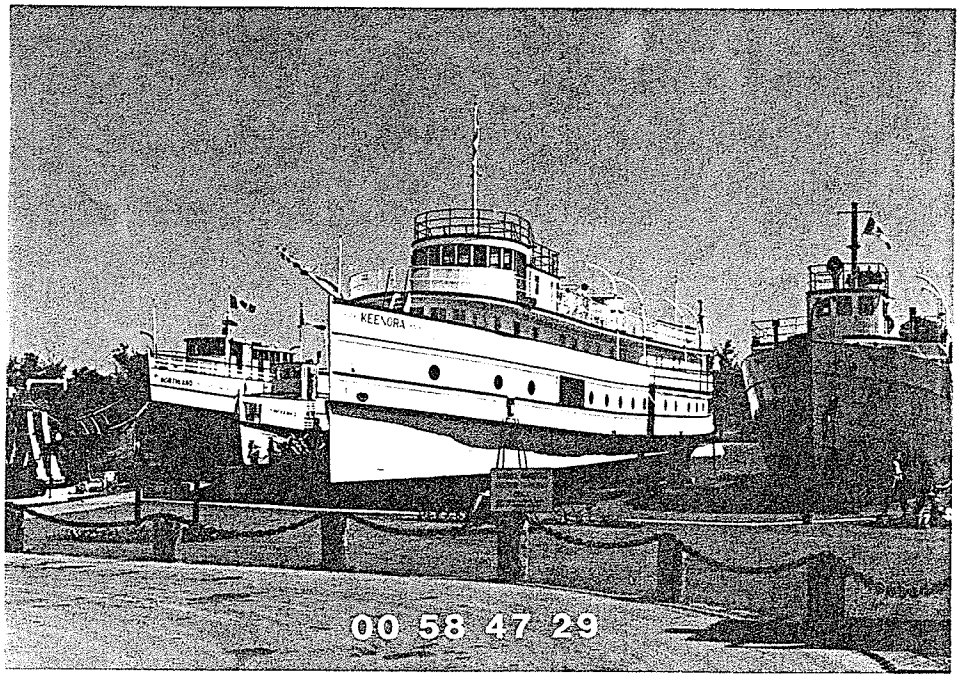

FIGURE 13: EXAMPLE OF TIME CODED VIDEO TAPE FOOTAGE

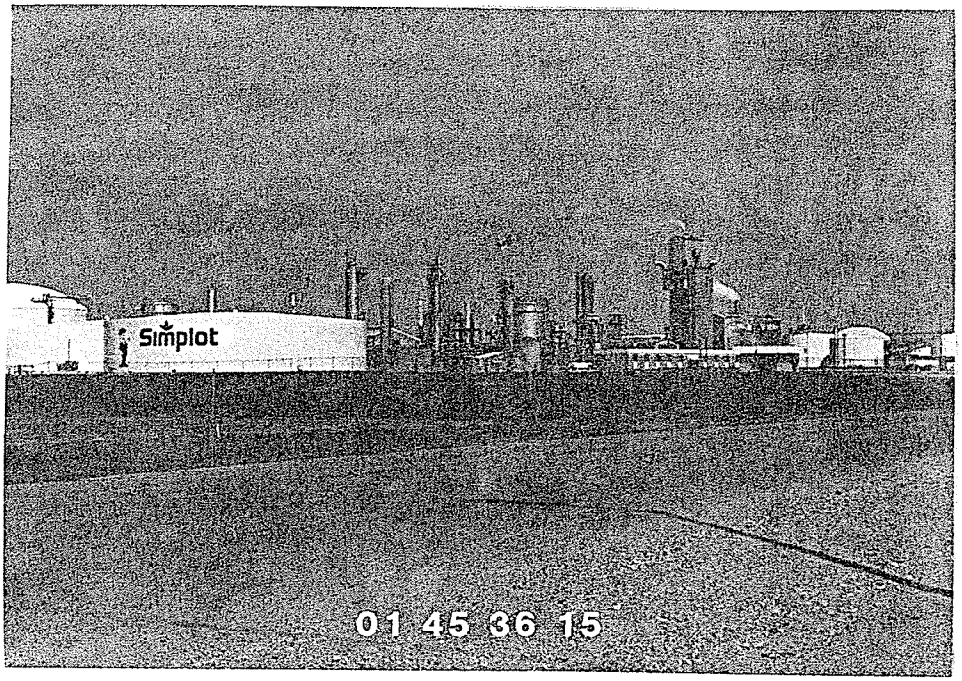

FIGURE 14: EXAMPLE OF TIME CODED VIDEO TAPE FOOTAGE

down.

Once the editing of the video tape footage is complete, the planner may want to add the following: voice over narration, which is edited into the program so the verbal information corresponds with the appropriate visual information; and/or background music, to create a mood or atmosphere or to provide an audio bridge between different scenes. [169] Likewise, the planner may want to add special effects or computer generated graphics to help illustrate and emphasize various key points that are made in the video tape program. The addition of special effects or graphics will depend on the level of sophistication of the editing equipment being used.

One last consideration during the post production phase is that the planner will need to consider dates to show the video tape to the target audience in order to test the effectiveness of the instruction.

Once the video tape is produced, the planner then produces the pamphlet that accompanies the video tape, thus forming the complete instructional package. Although the pamphlet is supportive of the video tape in nature, it is a vital part of the instructional materials. The pamphlet should either outline or explain in greater detail the information contained in the video tape program. The pamphlet offers the following benefits to instruction:

• The pamphlet can be used to introduce the target audience to the content of the video tape before instruction begins.

• If individual learners are confused about a point while watching the video tape, they can

[169] Cheshire, 242-244.

examine the explanation of that point in the pamphlet.

- The pamphlet can be used to expand on the points made in the video tape program.

- The pamphlet is something concrete that members of the target audience can take with them after completing instruction and use for reference purposes.

- Guidance on how and where the members of the target audience can obtain more information on the issues discussed in the video tape can be included in the pamphlet.

Although the development of instructional pamphlets is a field all on its own, the planner will often have access to the services of a graphic department or will be able to produce a pamphlet on a personal computer desk-top publishing program. If the planner lacks the knowledge and experience to produce an accompanying supportive pamphlet, then the planner must acquire the assistance of experts trained in the publication of such literature.

In order to be supportive, the content of the pamphlet should try to follow the content of the video tape as closely as possible. However, when you write for a video tape program, a different approach is used than when you write material that will be read. The planner should be aware of the different approaches required when writing for a video tape program versus a pamphlet and should take care to make the differences as subtle as possible to ensure the pamphlet will both support the video tape and present the information clearly. Appendix E is a copy of the pamphlet the author developed as part of the video tape package.

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4.10 STEP 9: EVALUATE INSTRUCTION

The next step in the author's procedure model is for the planner to **EVALUATE THE INSTRUCTIONAL MATERIALS.** In order to conduct an effective test of the instructional materials, the planner presents the video tape package to members of the target audience and designs a test that accurately assesses both the target audience's knowledge of the subject and their ability to reach the overall goals for which instruction was designed. In addition, through an evaluation, the planner receives an indication of whether the overall procedure model is effective or if it has flaws and should therefore be revised.

The instructional materials should be presented to the target audience according to the instructional strategy developed in Step 7 of the author's procedure model. Following the presentation of the instructional video tape package, the instructional materials are evaluated.

The process of evaluating the instructional materials so they can be revised and improved, if necessary, is known as Formative Evaluation. Formative Evaluation is defined as: "the collection of data and information during the development of instruction which can be used to improve the effectiveness of the instruction". [170]

> The process called formative evaluation takes place during development and tryouts. It is useful for determining weaknesses in the instructional plan so that they can be eliminated before full-scale use. Test results, reactions from learners, observations of learners at work, and suggestions from colleagues may indicate deficiences in the learning sequence, in procedures, or in materials. For example, the pace of instruction may be too rapid, or too slow, or a learner may find a sequence uninteresting, confusing, or too difficult.
>
> Formative evaluation also allows the instructor to determine whether, at any point in the instructional sequence, too much previous

[170] Dick and Carey, 197.

> learner knowledge has been assumed or whether the emphasis is on subject matter that learners already know, and so it does not require them to pay much attention.
>
> The procedure of formative, or trial testing and revision (and possibly retesting and further revision, if necessary) is important to the success of a plan. It should relate not only to the suitability of objectives, subject content, learning methods, and materials, but also to the roles of personnel, the use of facilities and equipment, schedules, and other factors that all together affect the optimum performance for achievement of the objectives. [171]

Formative evaluation is composed of three stages: 1) a one-to-one or clinical evaluation 2) a small-group evaluation 3) a field trial. [172]

The first stage, a one-to-one evaluation, consists of the planner testing the video tape package on 3 or more individuals who are representative members of the target audience. After the presentation, the planner will test these people individually to obtain their response to the instructional materials. The objective of a one-to-one evaluation is to identify and remove, if possible, obvious flaws in the instructional materials and to obtain initial feedback regarding the video tape package. In addition, the planner may find it helpful to solicit feedback from other professionals familiar with the subject matter and content of the instructional video tape package. [173]

The second stage, a small-group evaluation, consists of the planner testing the video tape package on a small group of approximately 8 to 20 people who are representative of the target audience. The purpose of the small group evaluation is to determine if the improvements made to the instructional materials, as a result of the response received from the one-to-one evaluation, were effective, and to identify any remaining flaws in the instructional video tape package. If the instructional video tape

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[171] Kemp, 179.

[172] Dick and Carey, 198.

[173] Ibid, 199.

package is designed for an individual instruction situation, the planner is able to determine if learning can take place without the planner's assistance. [174]

> It is also important to note that while this stage is referred to as small-group evaluation, the term refers to the number of learners and not the setting in which the learners actually use the materials. For example, if your materials are intended for individual use at home or on the job then you would attempt to obtain 8 to 20 learners who would use your materials in these settings. It is not necessary to get all the learners together in one room at one time to conduct a small-group evaluation. [175]

The third stage, a field trial, consists of the planner testing the instructional materials in an actual work situation. The purpose of testing the instructional video tape package in this third stage is to determine if the revisions made to the instructional materials, as a result of the response from the small group evaluation, were effective, and to determine if the instructional materials successfully function in the setting they are intended for. [176]

It is recommended that for the field evaluation, the planner test the instructional materials on at least the same number of individuals tested in the small group evaluation - a minimum of 8 to 20 individuals.

During all three stages of the formative evaluation, the planner should be observing the reaction of the members of the target audience to the instructional video tape package. In particular, the planner should be watching to see if the video tape captures and holds the attention of the audience during the presentation. The planner should also watch to see if the audience takes the time to read the pamphlet either before or after viewing the video tape. A great deal of information can be gained simply by watching the reactions of the

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[174] Ibid, 201.

[175] Ibid, 202.

[176] Ibid, 203.

members of the target audience.

Each instructional video tape package is unique in terms of its subject matter, content, and the setting in which it is used; therefore, these factors will require the planner to develop an evaluation unique to each specific instructional video tape package. The overall intent of evaluation is to test the effectiveness of the instructional materials at reaching the goal(s).

Since the planner's target audience is, in most cases, composed of adult learners, and since the instructional materials are presented in a work situation, that is, typically in an instructional seminar or an individual instruction situation, the opportunity to develop rigid instructional evaluation devices may not be possible or even desirable. In order to ensure that the members of the target audience voluntarily participate in the evaluation process, it is recommended that the evaluation be designed in the form of a *Survey or Questionaire.*

The Survey/Questionaire will assess the following: the target audience's attitudes, opinions, and/or knowledge of the subject matter and content of the instructional video tape package; as well as, the target audience's perceptions of both the instructional approach and the instructional materials. Appendix F, is a copy of the survey that was developed for this Practicum Case Study and outlines the type of questions that could be asked. The planner will be able to determine a great deal about the strengths and weaknesses of the instructional video tape package as long as the planner knows the right questions to ask.

As was stated in the seventh step of the author's procedure model - Develop a Strategy for Instruction - it is desirable that both a pretest and a posttest are developed. A brief survey/questionaire can function as a pretest to determine the target audience's attitudes toward and/or knowledge of the instructional video tape package subject matter and content prior to viewing the instructional materials. The same brief survey/questionaire

can be included as part of the posttest - a more indepth survey/questionaire that examines not only the target audience's knowledge of the subject but also the target audience's perceptions and attitudes toward both the instructional strategy and the instructional materials. By designing both a pretest and a posttest, the planner can determine if the target audience's knowledge of the subject increased after exposure to the instructional materials. The above mentioned approach is a commonly used approach in the field of education and is known as *The One-Group Pretest-Posttest Design.* Although the one-group pretest-posttest approach has several flaws in its design, most of the design flaws can be overcome by confining the approach to a work situation and administering the pretest immediately prior to instruction and administering the posttest immediately after instruction. [177] Appendix F, - the survey developed for the practicum case study - follows the above mentioned pretest-posttest approach.

If it is not possible to include a pretest in the evaluation process, the planner must ensure the posttest has the ability to determine if the members of the target audience have sufficient knowledge, after being exposed to the instructional materials, to reach the overall goals for which instruction is designed, regardless of whether or not that knowledge is obtained from the instructional materials. The absence of a pretest prevents the planner from determining the target audience's attitudes toward and/or knowledge of the subject prior to their viewing the instructional materials; therefore, the absence of a pretest does not allow for a conclusive evaluation of the instructional material's ability to reach the goals intended.

After the survey/questionaire has been administered, the data from all the surveys can be analyzed to determine how, if necessary, the instructional materials can be

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[177] Donald T. Campbell, and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, (Chicago: Rand McNally College Publishing Company, 1963), 7-12.

improved. Although elaborate statistical analysis is not necessary the planner may find it helpful to graph the findings. Graphing the evaluation findings from the pretest and the posttest will allow the planner to compare, visually, any pretest-posttest differences. Appendix G, are the graphs generated from the data obtained through the pretest-posttest evaluation of the case study instructional video tape package. If the planner then wishes to see if correlations exist between any two survey questions, a cross-table correlation can be done.

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4.11 STEP 9.1: REVISE INSTRUCTION

After completing an evaluation of the instructional video tape package, it may be apparent to the planner that the instructional materials need to be revised. Step 9.1 - **REVISE INSTRUCTION** - in the author's procedure model, is the optional final step in the development of the instructional materials.

As was stated in Chapter 3, the revision of instructional materials, although desirable, is not always feasible in a work situation due to time and budget constraints. There are two basic types of revisions to the instructional materials that must be considered by the planner: "The first [basic type of revision] is changes that need to be made in the content or substance of the materials to make them more accurate or more effective as a learning tool. The second type of change is related to the procedures employed in using [and developing] your materials." [178]

One of the benefits of using a video tape medium is that changes to the video tape program can be made easily. By reediting the video, specific elements can be removed or added, allowing the planner to change the content of the video tape program until the desired program is achieved. In addition, the treatment of the subject matter can be altered significantly through editing.

The degree to which changes can be made to the pamphlet that supports the video tape program depends on how the pamphlet was produced. If the pamphlet was produced on a computerized desk top publishing program, changes required or desired to the pamphlet may be easily made. If the pamphlet was not produced by computer, whether or not changes are made will depend on the remaining time and budget available.

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[178] Dick and Carey, 223.

If through evaluation it is determined that errors were made in one or more of the components of the procedure model, then the planner must return to the identifed component(s) in which the error(s) was made. Figure 11 is a flow chart of the procedure model that the author developed for producing an instructional video tape package on planning. If the planner follows the flow chart, the planner will be aware that an evaluation of the instructional materials may reveal that revision is in order in one or more of the components from step 3 to step 9 inclusive. Once the planner determines in which step the error occurred, the planner reenters the procedure model at the identified step and proceeds to revise that step. Once the identified step is revised, the planner addresses and revises, if necessary, all the remaining steps that follow in the procedural model until all the required revisions are made and the instructional materials are satisfactory. The above process may have to be repeated several times until the planner is satisfied that the instructional video tape package accomplishes all the goals and objectives that it is designed to accomplish.

If after a formative evaluation is done, the planner is unable to determine if the instructional materials have been effective at reaching the desired goals, then the fault may lie not in the instructional materials but rather in the techniques used to evaluate the instructional materials. If the evaluation techniques are faulty, the planner automatically returns to step 9 - Evaluate Instruction - and makes any necessary revisions to the testing material(s), in this case, the survey/questionaire.

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4.12 STEP 10: EVALUATE INSTRUCTIONAL DESIGN PROCESS

Once all the revisions are made, and the final version of the instructional materials is produced, an evaluation of the entire procedure model is completed to determine if revisions to the procedure model itself are required. The evaluation of the instructional design process is vital if the use of a procedure model approach is to be a progressive and effective tool for producing instructional materials. Step 10 - **EVALUATE THE INSTRUCTIONAL DESIGN PROCESS** - is the final step in the procedure model that I developed. Step 10 examines the overall procedure model's ability to produce an effective instructional video tape package.

Once the planner completes the entire procedure model and the final instructional materials are produced, it may be apparent after making several revisions to the instructional materials, which result in little or no success at reaching the overall goals of instruction, that there is a flaw in the procedure model itself that must be addressed. In addition, it is important for the planner to realize that different instructional situations may call for a different arrangement of the components found in this, or any, procedure model.

Although it would be ideal for the planner to conduct an evaluation on the final (ie. revised) instructional video tape package, it is not always feasible in a work situation to do so, due to time and budget constraints. It is none the less the author's recommendation that the planner determine how effective the instructional video tape package is at achieving the intended goals in order to determine if the procedure model developed can be used to effectively produce instructional materials.

The evaluation of the procedure model should be undertaken only after sufficient time has past - anywhere from several months to a year - to determine if and how the

members of target audience "are using or applying the knowledge, skills, and attitudes learned" [179] after having been exposed to the instructional video tape package. Evidence that the target audience has benefited from the instructional materials can be determined as follows: through informal discussions between the planner and the members of the target audience; by distributing a follow up survey/questionaire to the members of the target audience; and by the ability of the members of the target audience to perform their role in the planning process.

If it is apparent from the evaluation of the procedure model that the members of the target audience, who have been exposed to the instructional materials, have not benefited from the instructional video tape package, then the planner can assume there is a flaw in the procedure model due to the absence of one or more needed components that would allow for effective instructional materials to be produced. Since every instructional situation is different, it is impossible to design an all-inclusive procedure model that provides all the components needed to guarantee the instructional materials are effective in every instructional situation. For the above reason, evaluating the instructional design process provides the planner with the opportunity to identify and include ,where needed, any additional components to the procedure model in order to produce more effective instructional materials in the future.

The reason the author's procedure model can be used by any planner on any planning topic is due to the fact that it allows for the addition of new components, thus providing a flexible procedural approach to designing an instructional video tape package on planning.

In the procedure model developed by Kemp, see Figure 10, the instructional designer is able to enter the model at any component; therefore, there is no predetermined

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[179] Kemp, 180.

starting point for designing instructional materials, thus allowing the various components to be rearranged in the order that best suits the needs of the instructional designer.

In the author's procedure model, a definite starting point and ending point are established, for it is important for the planner, who may be inexperienced in designing an instructional video tape package, to know at which component to begin the design process and at which component to end the design process. The author realizes, however, that an evaluation of the instructional design process, after a particular set of instructional materials are produced, may determine that changes are required in the arrangement of the procedure model's components in order for the planner to produce more effective instructional materials for future instructional situations.

At this stage, when the planner evaluates the instructional design process, any revisions made to the procedure model do not affect the present set of instructional materials but rather provide a procedure model for the production of a new set of instructional materials to be used in the future.

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4.13 SUMMARY AND CONCLUSION

The eleven components of *The Author's Systems Approach Model for Designing an Instructional Video Tape Package on Planning*, explained in this chapter, compose a step by step procedure model that when used, provides the planner with an effective method for developing an instructional video tape package on planning.

The eleven components of the procedure model follow a step by step approach, where each component leads to the next component, until the entire model is complete and an instructional video tape package is produced. By using the procedural model explained in this chapter, the planner is able to produce an effective instructional tool that will assist the planner in his/her role as both an educator and a communicator.

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CHAPTER 5

THE CASE STUDY INSTRUCTIONAL VIDEO TAPE PACKAGE

5.1 INTRODUCTION

This Chapter is composed of a step by step account of the case study instructional video tape package that was developed in order to test the effectiveness of the procedure model - *A Systems Approach Model for Designing An Instructional Video Tape Package on Planning*. After the original or first draft of the procedure model was developed, the case study instructional video tape package was produced and evaluated. The results from the case study evaluation led to the revision of the original procedure model; consequently, the procedure model presented in Chapter 3 and 4 is the final revised version of the procedure model the author originally developed.

The case study instructional video tape package was developed for Manitoba Rural Development for the purpose of being used as part of a public information program. The case study instructional video tape package focuses on various planning issues throughout the Province of Manitoba and is entitled **Community Planning in Rural Manitoba**. [180]

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[180] It should be noted that the planning views expressed in Community Planning in Rural Manitoba, reflect the views of Manitoba Rural Development and do not necessarily reflect the views of the author of this practicum or the advisors of this practicum or the University of Manitoba.

5.2 BACKGROUND ON MANITOBA RURAL DEVELOPMENT'S MUNICIPAL PLANNING BRANCH

In the Spring of 1990, the author approached senior officials of Manitoba Rural Development's Municipal Planning Branch with the idea of this practicum. The Municipal Planning Branch provides planning advisory service to the entire Province of Manitoba with the exception of the City of Winnipeg and Provincial Parks. Part of the Municipal Planning Branch's mandate is to constantly improve and update public information materials designed to inform and educate elected or appointed municipal officials, planning board members, and the general population about planning principles, policies, and procedures. [181] It was felt that the use of an instructional video tape package would assist the Municipal Planning Branch and its planners in their roles as educators and communicators.

Officials of the Municipal Planning Branch agreed to offer their administrative and financial support to the development of the instructional video tape package for this practicum on condition that the Municipal Planning Branch could select the subject matter and content of the instructional video tape package and have access to the use of both the video tape and pamphlet for noncommercial public presentations and instructional seminars. [182]

At the time of this practicum, the Municipal Planning Branch was undergoing a change within the Department of Rural Development. The change involved a widening of the scope of planning within the Branch itself; consequently, the formal mandate of the

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[181] The Planning Act, 1975, S.M. 1975, c.29, s. 2(2)-4.

[182] Since the instructional video tape package is part of this practicum case study, the University of Manitoba retains all copyrights but will allow for the use of the instructional video tape package in public presentations provided it is not used for monetary gain.

Municipal Planning Branch was expanded to include the promotion of conservation and sustainable economic development initiatives.

The development of the case study instructional video tape package was timely in that the Municipal Planning Branch officials believed it would be a good vehicle to explain to the public the changing role of planning in Manitoba.

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5.3 IDENTIFYING THE MUNICIPAL PLANNING BRANCH'S NEED FOR AN INSTRUCTIONAL VIDEO TAPE PACKAGE

The first step in producing the instructional video tape package for the Municipal Planning Branch was to identify the need and determine how the use of a video tape package could help resolve the identified need.

Several times a year the Municipal Planning Branch is engaged in both presentations to the general public and instructional seminars for newly elected or appointed municipal officials and planning board members. The planners at the Municipal Planning Branch who are involved in instructional seminars and public presentations identified a need for a tool that would help to open the flow of communication between the planner and his/her audience. Prior to formal instruction, the planners sought to engage the members of the audience in an open dialogue about planning as it is practiced in their community; the intent was to stimulate and motivate the members of the audience to think about planning issues in their own communities, ultimately leading to their interest and involvement in the planning process. It became apparent to each planner that with little or no knowledge of what planning is, the members of the audience were restricted from entering into a free dialogue about planning. When an audience has little or no knowledge of a subject, a free dialogue is prevented. The use of a tool that would provide the audience with the minimum sufficient knowledge required to enter into a free dialogue about planning, would be an invaluable asset to planners.

Another factor considered by the Municipal Planning Branch was their interest in developing an instructional tool that was flexible enough to be used in other instructional settings outside of instructional seminars and public presentations. In particular, the Municipal Planning Branch wanted to develop an effective instructional tool that could be

mailed out to individuals who are interested in learning more about planning. In addition, due to the change in the mandate of the Municipal Planning Branch, a method to inform the public and government officials outside of the Municipal Planning Branch of the broader scope of planning was needed.

For the aforementioned reasons, it was desirable to develop an instructional tool that would introduce the members of the target audience to planning in Rural Manitoba. A video tape medium was chosen because it offers the advantage of conveying a large amount of information in a short amount of time. A visual medium, the video tape, was chosen in-order to allow the members of the audience to see how the Municipal Planning Branch perceives planning in Manitoba. The Municipal Plannning Branch felt, the dynamic and entertaining aspects of a video tape production would help stimulate the members of the target audience to think about planning issues in their own communities.

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5.4 ESTABLISHING THE GOALS OF THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Once it was determined that an instructional video tape package would help resolve the identified need, the specific goals of the video tape package were established.

The overall goal of the instructional video tape package is to establish an open dialogue about planning between the planner and the target audience. Based on the overall goal, the video tape package was designed to both **inform** people about planning issues in Rural Manitoba thus providing an avenue for open dialogue between the planner and the members of the target audience, and to **motivate** people to use the information received from the video tape package to become involved in an open dialogue about planning. It is the hope of the Municipal Planning Branch that once an open dialogue is established it will ultimately lead to the target audience's involvement in the planning process. One other goal is for the members of the target audience to recognize the value of planning and to appreciate the fact that planning is a flexible process that can be adapted to suit the needs of any community. The video tape package on planning was designed to be general in nature as it was to be used for introductory purposes.

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5.5 SELECTING THE SUBJECT MATTER AND CONTENT OF THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Once the overall goal of the instructional video tape package (to establish an open dialogue between the planner and the target audience) was determined, the specific topics to be covered in the instructional materials were selected.

It was decided that the introductory video tape and supporting pamphlet would discuss community planning in Rural Manitoba. The video tape package explains what planning is, as it is defined by the Municipal Planning Branch, and then focuses on planning issues in various communities throughout the Province of Manitoba. The video tape package focuses on planning issues in both large and small urban centers, rural municipalities, and northern communities. In addition, it was deemed necessary to include an explanation of how the principles of sustainable economic development and the conservation of resources are an important part of the planning process.

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5.6 IDENTIFYING THE TARGET AUDIENCE OF THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Once the subject matter and content of the instructional video tape package was determined, the intended target audience of the video tape package was identified.

Since the instructional materials were designed to be used as part of a public presentation or seminar, with the additional option of being sent out to people to be used in an individual instruction situation, and since the instructional materials were of an introductory nature, it was determined that the subject matter and content of the instructional video tape package should be targeted towards a general adult audience.

Within the realm of a general adult audience, three subgroups were targeted: Municipal Councillors, Business and Community Leaders, and the General Voting Population. It was determined that members of each of the above subgroups could affect the greatest positive community change and should therefore be given the knowledge to do so; as a result, all of the information presented in the instructional video tape package is slanted towards appealing to the members of the three above mentioned groups.

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5.7 DETERMINING THE TARGET AUDIENCE'S KNOWLEDGE OF THE SUBJECT PRESENTED IN THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Normally, once the target audience is defined, an assessment of the target audience's knowledge of the subject is undertaken. As this video tape package is designed to be used as a general introduction to planning, it was not necessary to do an elaborate analysis to determine the target audience's level of knowledge of the subject matter.

After consultation with various Municipal Planning Branch planners it became apparent that within the general adult audience there were individuals with a great deal of knowledge about planning, usually acquired through experience, and there were individuals with little or no knowledge about planning, typically due to a lack of exposure to the planning process. It was decided that instruction should be designed to expose individuals with a lack of planning knowledge to the benefits of the planning process and reintroduce individuals knowledgeable about planning to the changing role of planning in Manitoba. The author realizes that a danger exists among the members of the target audience with a great deal of planning knowledge, who may find the video tape too simplistic; however, the entertaining and dynamic qualities of the video tape program are the features the author relys upon to hold the attention of these target audience members.

In a general adult audience, individuals come from a wide variety of social, economic, and educational backgrounds. Since this video tape package is of an introductory nature, it is necessary to present the subject matter and content in such a way that it is easily understood by any adult viewer; for this reason, information is presented at a high school graduate level, that is, a large amount of information is presented in simplistic terms.

5.8 DETERMINING THE SPECIFIC LEARNING OBJECTIVES OF THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

After the goals, subject matter, target audience, and the target audience's knowledge of the subject were determined , the specific learning objectives were established.

As previously stated, the overall goal of the instructional video tape package is to provide the members of the target audience with sufficient knowledge of planning issues to engage in an open dialogue on planning issues in Rural Manitoba. In order to accomplish the overall goal, members of the target audience must be able to:

- Define Planning
- State the Benefits of Planning
- Identify the Planning Issues that Exist in the Various Communities throughout Manitoba
- Define Sustainable Economic Development
- Identify Conservation Efforts as They Apply to the Planning Process

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5.9 DEVELOPING AN INSTRUCTIONAL STRATEGY FOR THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Based on the information obtained in the six preceding steps, a strategy for the use of an instructional video tape package by the Municipal Planning Branch was developed.

In order to reach the overall goal of instruction, which is to open the channel of communication between the Municipal Planning Branch planners and the target audience, a medium which conveyed a large amount of information in a short time and had a dynamic and entertaining appeal was needed. For the above reasons a video tape medium was the medium of choice.

The strategy developed for the use of the instructional video tape package in a seminar or public presentation or in an individual instruction situation is as follows:

• Preinstructional Activities - After a brief introduction by the planner as to the purpose of the instructional video tape package, the supporting pamphlet is distributed to the members of the target audience with time allotted to examine the reading material. The planner then prepares the target audience for the video tape by outlining the subject matter that is presented in the video tape program. The planner then encourages the members of the target audience to relate, if possible, the planning issues presented in the video tape to planning issues in their own community.

If the instructional video tape package is used in an individualized instruction situation, where the instructional materials are mailed to individuals requesting information on planning in Rural Manitoba, a cover letter accompanies the instructional materials to explain the purpose of the video tape package, outline the subject matter presented in the

video tape program, and encourage the target audience member to relate, if possible, the planning issues discussed in the video tape program to the planning issues in his or her own community. Appendix D is an example of a cover letter which should accompany instructional materials if they are used in an individual instruction situation.

• Information Presentation - As stated, the instructional video tape package is specifically designed for use in public presentations and small group instructional seminars, with the option of being mailed out for use in an individualized instruction situation; therefore, the above are the instructional settings for which the video tape package was designed.

Both the video tape program and the supporting pamphlet establish the following: that communities in one part of Manitoba are often different from communities in another part of Manitoba; that planning issues may vary from one community to another; a definition of planning; an explanation of how planning helps a community cope with change; an explanation of how planning helps control a community's future; that planning means good fiscal management; that planning is a flexible process; an explanation of the principles of sustainable economic development as they apply to the planning process; an explanation of how planning provides sound urban management; an explanation of how the conservation of resources is a part of planning; a summary of how planning issues may vary from one community to another; and a recap of what planning is. The video tape package concludes by encouraging people to get involved in the planning process. The video tape package looks at planning issues in the following communities: small urban centers, large urban centers, rural agricultural communities, and northern communities. As part of the video tape program, interviews are held with community leaders acting as representatives for the above community types.

• Student Participation - As part of a public presentation or instructional seminar, the

members of the target audience are encouraged to relate the planning issues discussed in the video tape to the planning issues in their own communities and participate in an open dialogue discussing both the subject matter presented in the video tape program and the use of a video tape medium to explain planning issues. Although it is not possible in an individualized instruction situation for the planner to acquire immediate feedback from the members of the target audience, the cover letter that accompanies the video tape package is used to encourage the target audience members to complete an accompanying survey/questionaire in order for the planner to acquire partial feedback on how the video tape package is received.

• Testing - The instructional video tape package is evaluated in all of the previously stated instructional settings through the use of a pretest-posttest evaluation procedure. Prior to viewing the instructional materials, a survey - the pretest - of the target audience's attitudes towards planning issues is conducted. After exposure to the instructional materials the members of the target audience are asked to complete another survey - the posttest - which determines the following: if the target audience's attitudes on planning have changed after viewing the video tape, if the target audience has acquired sufficient knowledge to enter into an open dialogue on planning in Rural Manitoba, what the target audience's attitudes are towards the instructional video tape package, and what the target audience's attitudes are towards the use of a video tape medium to explain planning issues.

• Follow-Through Activities - Following exposure of the target audience to the instructional video tape package, the planner, or the cover letter used in individual instruction, encourages the members of the target audience, who are interested in obtaining more information on planning in Rural Manitoba, to contact the nearest Municipal Planning Branch office and request that literature be sent to them.

5.10 PRODUCING THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Following the development of the instructional strategy, the instructional video tape package was produced, based on the information obtained from the seven preceding steps.

The instructional video tape package for this practicum was produced by the author with the assistance of the technical and administrative staff at the Municipal Planning Branch, and the University of Manitoba's Television Production Department. Throughout this practicum, the author functioned as the subject specialist, the communications specialist, the instructional designer, and the producer of the instructional video tape package.

The preproduction phase began with the development of the script for the case study instructional video tape package. After the initial background research had been completed, and the author had decided how best to produce the instructional video tape package, the script for the video tape was written. After the initial script was written, a rough storyboard was developed where photographs, representative of the subject matter to be covered in the video tape, were glued to a sheet of cardboard and presented to the officials at the Municipal Planning Branch. The storyboard was used as a visual aid to assist the author with the presentation of the subject matter of the video tape to officials at the Municipal Planning Branch. Revisions were made to the script, and a committee was formed to write the narration for the video tape program. The three-person narration committee was made up of the author, and two senior officials from the Municipal Planning Branch. [183] Appendix A is a copy of the script used in the production of the case study

[183] John Whiting (The Municipal Planning Branch Director) and Hugh Brown (A Branch Planner).are the Municipal Planning Branch officials who in addition to the author, made up the three person narration committee.

instructional video tape which includes the narration.

The narration for the video tape program was developed to relate information about planning issues in Manitoba. The intent of the narration is to convey all the verbal information necessary to allow the viewers to engage in an open dialogue about Rural Manitoba planning issues. The narration was developed equally amongst the three members of the narration committee and reflects the views of the Municipal Planning Branch staff. Some of the video tape narration was based on and adapted from information used in former Municipal Planning Branch public presentations and instructional seminars. The information from the former public presentations and instructional seminars are outlined in two pamphlets: *Planning In Manitoba - Making Choices For Change,* [184] and *Presentation to: Newly Elected Councillors Gimili 1987.* [185] The above two pamphlets were produced by the Municipal Planning Branch staff.

The sections of the video tape narration that address sustainable economic development and the conservation of resources were developed by the narration committee and reflect the views of the Municipal Planning Branch staff which are in accordance with "Manitoba's Principles on Sustainable Development" approved by the Manitoba Round Table on Environment and Economy. [186]

As the video tape program was produced through the University of Manitoba Television Production Department, a professional quality format - 3/4 S.P. was used. A

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[184] Manitoba Municipal Affairs, Municipal Planning Branch, Planning in Manitoba - Making Choices for Change, ([Winnipeg,Manitoba]: Manitoba Municipal Affairs, Muncipal Planning Branch, 1986).

[185] Manitoba Municipal Affairs, Municipal Planning Branch, Presentation to: Newly Elected Councillors Gimli 1987, ([Winnipeg,Manitoba]: Manitoba Municipal Affairs, Muncipal Planning Branch, 1987).

[186] Manitoba Round Table on Environment and Economy, "Manitoba's Principles on Sustainable Development," (February 15, 1990) quoted in Manitoba Association Canadian Institute of Planners News, 7, no.4 (Spring 1990), 4.

budget was prepared by the University of Manitoba Television Production Department based on the estimates of the cost of production, and the budget was presented to the Municipal Planning Branch. The Municipal Planning Branch approved of the budgeted costs, and funds were allocated to produce the program. Appendix B is a breakdown of the budgeted costs for the case study video tape program.

The author scouted locations and chose the Manitoba communities that best provided visual examples of the planning issues depicted in the case study video tape program. As the production crew consisted solely of the author or the author and a cameraman, it was not necessary to develop a shooting schedule or a shooting script. The author did, however, use road maps of the chosen Manitoba communities to indicate the locations and sequential order of the shots to be video taped.

The production phase was divided into two parts: Southern Manitoba communities and Northern Manitoba communities. University of Manitoba policy required a trained camera operator in their employ to operate their camera equipment at all times; therefore, a professional University camera operator was assigned to the author's case study video tape production. [187] Due to time and budget constraints, the Southern Manitoba communities were shot over a one week time span in the month of July 1990 with The University of Manitoba's camera equipment. For the second part of the production phase, the Northern Manitoba communities were video taped over a two week period, also in the month of July 1990, with rented camera equipment. The rented camera equipment was of a Super VHS Format and therefore was of non-professional quality; this factor was compensated by running the video tape footage through a time-base corrector during the editing process, which brought the scenes shot on Super VHS equipment up to a professional level of quality. "Time-base correctors stabilize and adjust each scene on the two tapes to achieve

[187] Jerry Ferenc is the University of Manitoba camera operator who was assigned to the production of the author's video tape program.

consistent acceptable picture quality." [188]

The third phase in producing the case study video tape program, postproduction, consisted of editing the raw footage and was divided into four stages. The first stage consisted of having all the video tape footage time coded and transferred on to VHS video tapes. The author examined the footage and chose the best shots to be used in the video tape program and recorded the time coded numbers on a take sheet. Appendix C is an example of a time coded shot recorded on a take sheet. Since the video tape program is of an introductory nature, the author determined that the length of the video tape program should be no greater than 20 minutes.

The second stage of editing consisted of assembling the VHS video tape footage into a rough cut, that is a first draft, of the video tape program. With the assistance of a local professional video tape producer, the author was taught how to use a VHS editing suite to assemble a rough cut of the video tape program. [189]

The third stage of editing consisted of using the rough cut video tape program as a visual guide to editing the final video tape program on the 3/4 S.P. Format. The final video tape program was edited at the University of Manitoba's Television Production Department on a professional editing system. Due to University of Manitoba policy, which prohibits the use of the professional editing equipment by any one other than a trained editor in their employ, the final video tape program was edited by the technical advisor for this video tape program. [190]

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[188] Kemp and Dayton, 239.

[189] Graeme Doyle is the local professional video tape producer who instructed the author in the fundamentals of video tape editing.

[190] Bill Renaud, Producer-Director Production Services, Educational Support Division, University of Manitoba., acted as the technical advisor for the production of the author's video tape program.

A professional narrator provided his services free of charge to be used by the author for his video tape program. [191] The narration was recorded in a recording studio at the University of Manitoba. The sound track narration was transferred on to the video tape and was used as a guide in editing the shots to the corresponding narration. Special effects and computer generated graphics were incorporated into the video tape program to illustrate key points.

The fourth stage of editing consisted of adding background music. Once the overall program had been completed, a musician was hired to compose background music for the video tape program. [192] The background music was composed on an electronic keyboard/synthesizer. The background music was recorded in a recording studio at the University of Manitoba and then transferred and mixed into the final video tape program. After the final sound mix, the video tape program was complete.

Once the video tape program was completed, the accompanying supporting pamphlet was produced. The pamphlet was produced on a Macintosh computer at the University of Manitoba. A desktop publishing application known as Aldus Pagemaker 3.02 [193] was used, which allowed written text to be combined with a computer generated map in order to produce the pamphlet. The written text was composed using a software application known as WriteNow. [194] The map on the cover of the pamphlet was produced using a drawing application known as Claris MacDraw II; [195] the map was adapted from a base map of the Province of Manitoba that had originally been produced by The University of Manitoba Machine Geography Lab and was scanned into a computer and redrawn by the

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[191] Norm Blondin is the professional narrator of the author's video tape program.

[192] Mike Lawson is the musician who composed the background music for the video tape program.

[193] Aldus Pagemaker Version 3.02, Aldus Corporation, Canada, 1989.

[194] WriteNow Version 1.00, NeXT Inc., 1986.

[195] Claris MacDraw II. 1.0V1, Claris Corporation, 1988.

author. The paper on which to produce the pamphlet was selected based on an appealing colour, texture and weight. Appendix E is a copy of the pamphlet that was produced for the case study instructional video tape package.

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5.11 EVALUATING THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Once the instructional materials were produced, they were tested for their effectiveness. A formative evaluation of the instructional materials was completed, and revisions were made accordingly.

The formative evaluation consisted of three stages. The first stage, a one-to-one evaluation, involved showing the video tape package to three of the author's friends, who had no prior knowledge of planning. Obvious flaws in the instructional materials were revealed from the one-to-one evaluation. The identified flaws were removed through the revision of the instructional materials.

Due to time and budget constraints, the one-to-one evaluation was the only opportunity to assess the use of the instructional materials in an individualized instruction situation. Based on information obtained by the author interviewing the individuals taking part in the one-to-one evaluation, it was determined the instructional materials function well in an individualized instruction situation.

In addition to the author's friends, various planners at the Municipal Planning Branch, not involved with the production of the video tape package, viewed the instructional materials and provided feedback as to how the instructional materials could be improved.

Due to time constraints, the second stage, a small group evaluation, and the third stage, a field trial, were combined. Two test audiences were selected: The first test audience was representative of a general population which served to evaluate the use of the

instructional materials in a public presentation situation. The second test audience was representative of elected or appointed Municipal Officials and served to evaluate the use of the instructional materials in an instructional seminar situation.

As was stated in the instructional strategy, the instructional materials were evaluated through the use of a pretest-posttest evaluation procedure. Prior to viewing the instructional materials, a brief survey - the pretest - was conducted to determine the target audience's attitudes towards the planning issues to be presented in the video tape package. Following exposure to the instructional materials the members of the target audience were asked to complete another survey - the posttest - which in part determined if the target audience's attitudes on planning changed after viewing the video tape. Although the goal of the instructional video tape package is not to change attitudes about planning it was desirable to determine if one of the underlying benefits of the use of a video tape medium was to affect a positive attitude change towards planning.

The primary goal of the posttest was to determine if the target audience acquired sufficient knowledge to enter into an open dialogue on planning in Rural Manitoba. In addition, the posttest determined the target audience's attitudes toward the instructional video tape package, as well as the target audience's attitudes toward the use of a video tape medium to explain planning issues. Appendix F is a copy of the pretest-posttest evaluation that was designed for the case study instructional video tape package.

The first test audience, which was representative of a general population audience, was composed of 43 students from a second year environmental studies class at the University of Manitoba. The class was chosen because the students came from a wide range of academic, social and economic backgrounds and had little formal knowledge of planning issues. The second test audience, which was representative of elected or

appointed Municipal Officials, was composed of 13 Municipal Officials from communities in Southeastern Manitoba, specifically communities in and around the Steinbach area. The 13 Municipal Officials were meeting in Steinbach to determine if it was advantageous to form a planning district and an accompanying district board in the Steinbach area. The meeting of the 13 Municipal Officials presented an ideal testing situation for not only did they represent the main target audience for which the instructional video tape package was developed, but they also represented an unbiased audience, for the communities in and around the Steinbach area, where the 13 Municipal Officials reside, were the type of communities represented in the video tape program but were not actually featured in the video tape program, thus reducing risk of bias.

The survey/questionaire was administered to both test audiences; the results were analyzed; and conclusions were drawn. The survey/questionaire - See Appendix F - is divided into three sections: Section 1 - Perceptions on Planning (Series 1 and Series 2), was designed to assess the attitudes of the members of the target audience before and after being exposed to the instructional materials. Section 2 - Questions on the Video Tape Program, was designed to assess the target audience's views on the case study video tape program. Section 3 - Questions on the Use of Video Tapes in Planning, was designed to assess the targets audience's views on the use of instructional video tapes as a planning tool. The results of the survey/questionaire were converted into percentages to allow for comparison between both test audiences. [196]

Although it was not the intent of the video tape package to affect an attitude change, the author felt it was desireable to learn from the survey/questionaire if a change in the attitudes toward planning occurred amongst the members of the target audience, such as, a change from anti-planning to pro-planning after exposure to the video tape package;

[196] It should be noted that it was not the author's intent to do an elaborate statistical analysis, rather, the survey results from the two test audience's were used to indicate the strengths and weaknesses of the instructional video tape package.

affecting such a change would indicate an underlying benefit of using a video tape medium. The results of Section 1 of the survey/questionaire for both test audiences revealed only a slight change in attitudes after being exposed to the instructional materials. The lack of attitude change could be due to two factors: 1) the members of the target audience were knowledgeable about planning before exposure to the video tape package and 2) the members of the target audience were already actively involved in the planning process before exposure to the video tape package. Although the results revealed little change in attitude, they did reveal that the video tape package affected the *knowledge* of the target audience members, in that, over half of the target audience learned something new about planning.

The results of Section 2 and Section 3 from the survey/questionaire were converted into graphs using a computer graphing application known as Cricket Graph. [197] The graphs can be found in Appendix G. The results of Section 2 of the survey/questionaire for both test audiences revealed the following: 88% of the Students and 100% of the Municipal Officials surveyed, enjoyed viewing the video tape; 100% of both the Students and the Municipal Officials surveyed, agreed the information in the video tape was delivered in a clear, concise manner; 96% of the Students and 100% of the Municipal Officials surveyed, found the 20 minute length of the video tape to be adequate; 84% of the Students and 100% of the Municipal Officials surveyed, found the video tape consistently captured and held their attention; 51% of the Students and 50% of the Municipal Officials surveyed, indicated they learned something new about planning after having been exposed to the instructional materials - the most common response being that planning is not merely the regulation of land use, rather, it is a process that affects the social, economic, and environmental aspects of community life; 63% of the Students [198] and 75% of the

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[197] Cricket Graph Version 1.0, Cricket Software, Philadelphia, P.A., 1986.

[198] The 37% negative response by the Students to the question - Was the type of community you live in adequately represented in the video tape? - can be attributed to the fact that many of the students were responding to the question as it relates to the City

Municipal Officials [199] surveyed, indicated the type of community they lived in was adequately represented in the video tape program; 81% of the Students and 75% of the Municipal Officials surveyed, indicated the planning issues discussed in the video tape adequately represented the planning issues facing their communities today; 67% of the Students and 77% of the Municipal Officials surveyed, stated their perceptions of planning did not change after viewing the video tape program; of the 67% of Students and the 77% of Municipal Officials who responded negatively to the question - Have your perceptions of planning changed since seeing the video tape? - 90% of the Students and 89% of the Municipal Officials indicated their perceptions of planning did not change because they already had considerable knowledge about planning.

The results of Section 3 of the survey/questionaire for the two test audiences revealed the following: 98% of the Students and 100% of the Municipal Officials surveyed, indicated they considered a video tape to be a good teaching tool; 77% of the Students and 92% of the Municipal Officials surveyed, indicated they would like to see more video tapes on planning and development; 93% of the Students and 100% of the Municipal Officials surveyed, indicated they would rather watch a video tape program in addition to a speaker, as opposed to watching only a video tape or listening only to an oral presentation.

Two by two frequency tables were calculated in order to determine if any correlations existed between relevant survey questions. The results of the frequency tables revealed that no correlations existed between similar survey questions, and therefore the

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of Winnipeg. The video tape was, however, developed for the Municipal Planning Branch whose jurisdiction does not include the City of Winnipeg, which explains the low positive student response.

[199] The 25% negative response by the Municipal Officials to the questions - Was the type of community you live in adequately represented in the video tape? - can be attributed to the fact that an interview with a representative of a small rural community was not held, even though small rural communities were focused on in the video tape.

results of each question were examined individually.

The results of Section 2 and Section 3 of the survey/questionaire revealed that the members of both test audiences were very receptive to information on planning presented through the use of a video tape medium.

From the results of the survey/questionaire as well as the authors own personal observations of the reactions of the members of the two test audiences to the instructional video tape package, the author was able to determine that there was a very high motivation level amongst the members of the target audience, for not only were the members of the target audience willing to enter into an open dialogue about what they had viewed in the video tape program, but they were also interested in discussing the use of a video tape medium as a planning tool. From the above mentioned observations, the author concluded that the case study instructional video tape package had successfully reached its intended goal.

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5.12 REVISING THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

Once the instructional materials were evaluated, the option to revise the instructional video tape package was available to the author.

Due to time and budget contraints, it was not possible to revise the instructional materials in great detail. Minor revisions were made to the content of the video tape program after the author noticed the specific points in the video tape program where the audiences' attention was not captured and held by the images presented on the television monitor. New shots were selected and inserted in place of the above mentioned images which failed to hold the audiences' attention.

Minor changes were also made to the content of the pamphlet. When the pamphlet was originally produced, the author believed that time could be saved by using the narration that was developed for the video tape to form the information presented in the supporting pamphlet. It was revealed through the formative evaluation that some of information in the pamphlet would have to be revised for clarification due to the fact that the style of writing for the narration of a video tape medium differs from the style of writing used in a written medium. For a video tape medium, one writes for the senses, the eye and the ear. For a written medium, one writes for the cognitive faculties where an idea is developed and then explained. [200]

If time and budget had allowed, the author would have included two additional interviews in the video tape program. One interview would be with an individual representative of a small rural community; based on the results of the survey/questionaire

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[200] Kodak, "Visualizing your way to a script," in Audiovisual Notes From Kodak, (Rochester, New York: Eastman Kodak Company, 1981), 1.

the author discovered there was a demand for such an interview. The second interview would be with an individual who has a great deal of experience with planning issues as they relate to the conservation of resources. The inclusion of the second interview, as described above, is due to the fact the Officials at the Municipal Planning Branch would like to address this issue in greater detail. In addition, the use of the SVHS camera did not allow for adequate video taping in low light settings, consequently some of the video tape footage shot with the SVHS camera is not as brightly lit as the video tape footage shot with the 3/4 inch camera. If time and budget allowed, the author would reshoot the dimly lit scenes in the video tape program with the 3/4 inch camera.

The results of the formative evaluation revealed that revisions to the survey/questionaire were required to clarify both question 8 in section 2 - Have your perceptions of planning changed since seeing the video tape? If NO, is it because you already have considerable knowledge about planning or you do not agree with how planning was presented in the video tape? - and question 3 in section 3 - Which would you prefer: to watch a video tape in addition to a speaker, hear an oral presentation with no video tape, to view only a video tape with no speaker? Clarification was necessary in both question 8 in section 2, and question 3 in section 3, in order to obtain accurate data from the members of the target audience. In order to clarify question 8 in section 2, and question 3 in section 3, the author specified that the target audience members choose only one of the various preferences offered in each question. Appendix F is the revised version of the survey/questionaire. The survey/questionaire (Appendix F) incorporates the aforementioned revisions which were revealed through the formative evaluation.

Since the author developed the pamphlet to support the video tape program, the author did not deem it necessary to test the effectiveness of the pamphlet at conveying planning issues; therefore, only the video tape program was tested for its effectiveness

through the use of the survey/questionaire. The author, however, now believes questions addressing the use of the supporting pamphlet should be included in the survey/questionaire in order to effectively test the instructional video tape package as a whole. If time and budget allowed, the author would include, in a revised version of the survey/questionaire, questions designed to ascertain the effectiveness of the supporting pamphlet.

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5.13 EVALUATING THE INSTRUCTIONAL DESIGN PROCESS USED FOR THE PRODUCTION OF THE MUNICIPAL PLANNING BRANCH'S INSTRUCTIONAL VIDEO TAPE PACKAGE

After the final version of the instructional materials was produced, the overall procedure model that the author developed was evaluated. As was stated in Chapter 4, the procedure model that was developed by the author for this practicum, and is presented in the fourth chapter, represents a final version of the procedure model that was developed through the production of the case study instructional video tape package. To the best of the author's knowledge, the procedure model developed in this practicum represents the most efficient and progressive approach to the development of an instructional video tape package on planning.

In order to acquire a true indication of the effectiveness of the instructional design process, an evaluation of the effect the instructional video tape package has had on the members of the target audience who have been exposed to the instructional materials should be completed. The evaluation should take the form of a follow-up survey that would determine if the members of the target audience are actively involved in the planning process in their own communities. The evaluation should be implemented approximately one year after the members of the target audience were exposed to the instructional materials.

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5.14 SUMMARY AND CONCLUSION

This chapter outlines the step by step procedure involved in the production of the case study instructional video tape package on planning. A video tape and a supporting pamphlet were produced and tested in an actual work situation. The results of the evaluation of the instructional video tape package revealed that, when followed, the procedure model developed for this practicum can be used to successfully produce an effective educational/communicational tool for planning.

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GENERAL CONCLUSION

The purpose of this practicum is to develop a manual that establishes a set of design guidelines for the production of an instructional video tape package to be used in introducing planning principles, policies, and procedures to the public and newly elected or appointed municipal officials. The manual was developed as a result of the research for this practicum and through the production of a case study instructional video tape package on planning.

Through the research and production of the procedure manual and the case study instructional video tape package, the following was established:

• That the *Systems Approach Model For Designing An Instructional Video Tape Package On Planning*, developed by the author of this practicum, is a procedure model that can be used most effectively in the production of instructional video tape packages on planning.

• That the instructional video tape package, produced in order to test the procedure model, was effective at reaching the overall goals for which it was designed.

• That by following the step by step procedure model outlined in Chapter 4 of this practicum, a planner can produce, either individually or with the assistance of others, an instructional video tape package on any planning topic with confidence that an effective video tape package will result. Chapter 4 constitutes the procedure manual and establishes a set of design guidelines for the production of the instructional video tape package.

• That the use of a video tape medium is effective at introducing planning principles, policies, and procedures to both the general public and elected or appointed Municipal

Officials due to the inherent characteristics of video tape.

• That planners can use a video tape medium as a preferred instructional tool in a public presentation, a small-group instructional seminar, or an individual instruction setting.

• That as an educator and a communicator, the planner can use a video tape medium to communicate effectively with others. In particular, planners can communicate through the use of an audio-visual medium in order to help others learn about planning.

As society becomes more and more visually oriented it will be required of the planner, as an educator, a communicator, and a leader, to constantly develop new methods of effectively communicating with others. Only through communication is it possible to deal with the ever changing world around us. By constantly developing new tools in order to communicate and educate others about the changing role of planning, the planner will be able to work together with others to create a better community in which to live.

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APPENDIX A

"COMMUNITY PLANNING IN RURAL MANITOBA"

THE PROPOSAL:

"Community Planning in Rural Manitoba" is a twenty minute video tape program focusing on various planning issues throughout the Province of Manitoba.

THE TREATMENT:

The video tape program examines planning issues in the following communities: small urban centers, large urban centers, rural agricultural communities, and northern communities. The video tape program presents the following: that communities in one part of Manitoba are often different from communities in another part of Manitoba; that planning issues may vary from one community to another; a definition of planning; an explanation of how planning helps a community cope with change; an explanation of how planning helps control a community's future; that planning means good fiscal management; that planning is a flexible process; an explanation of the principles of sustainable economic development as they apply to the planning process; an interview with the Mayor of Winkler - Henry F. Wiebe - who addresses the use of sustainable economic development principles in Winkler; an explanation of how planning provides sound urban management; an interview with the Mayor of Selkirk - Bud Oliver - who addresses the use of planning as part of urban management in Selkirk; an explanation of how the conservation of resources is a part of planning; an interview with a Municipal Councillor from the Rural Municipality of Rosser - Jack Oatway - who addresses the conservation aspects of planning in rural agricultural communities; an examination of the unique problems facing Northern Manitoba communities; interviews with both the Mayor of The Pas - Bruce Unfried - and a Thompson Municipal Councillor - Stella Locker - who address planning issues in Northern Manitoba communities; a summary of how planning issues may vary from one community to another; and a recap of what planning is. The video tape package concludes by encouraging people to get involved in the planning process.

SCRIPT OF *"COMMUNITY PLANNING IN RURAL MANITOBA"*

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
1	Opening Credits	1) Town of Ste. Agathe 2) Skyline of Brandon 3) Farm near Minnedosa 4) Flin Flon, Homes on Hill	4 locations throughout Manitoba	Narration (N:) No	Split screen into 4 sections, fade in superimposed title *Community Planning in Rural Manitoba* 1 | 3 4 | 2	Yes
2	Long Shot (L.S) (Opening Shot)	Car and Truck Travelling Along Trans-Canada Highway	Near Portage La Prarie	N: " If you were to travel around the Province of Manitoba, you would notice that"	No	Yes
3	Extreme Long Shot (E.L.S.)	Wheat Field	Near Portage La Prairie	N: "it is composed of a number of distinct geographical and social regions,"	No	Yes
4	L.S.	Houses above Ross Lake	Flin Flon	N: "each with its own unique communities and characteristics."	No	Yes
5	Close-Up (C.U.) Zooming Out to a L.S.	Grain Combine Harvesting Wheat	Near Brandon	N: "Southern Manitoba is composed of agricultural land ranging from fertile to marginal productivity."	File Footage	Yes
6	L.S.	Grain Elevators	Brunkild	N: "Numerous settlements dot the landscape varying in size from hamlets to"	No	Yes
7	L.S.	City Central Business District, (C.B.D.). Street Activity	Brandon	N: "cities, the economies of which range from inactive to thriving."	No	Yes
8	L.S.	Dirt Road Pushed Through Bush	The Pas	N: "In the rugged Northlands, communities range in size"	No	Yes
9	E. L.S.	Houses overlooking Ross Lake	Flin Flon	N: "from large urban centers"	No	Yes
10	L.S.	Church and Homes on Indian Reserve	Berens River	N: "to small isolated settlements."	File Footage	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
11	L.S. Zooming Out to E.L.S.	Main Street	Morden	N: "Just as communities in one part of Manitoba may be different from communities in another part, the planning issues facing these communities may be different as well. But what is Planning anyway? Planning is a process. Planning is a process that helps us avoid problems and establish community goals."	Freeze Frame with Computer Generated Graphics of Key Narration Points	Yes
12	L.S.	Bulldozer & Backhoe	Winkler	N: "Look around you , things are changing."	No	Yes
13	L.S.	Combine in Field Harvesting Wheat	Near Brandon	N: "The Development of Modern Technologies"	No	Yes
14	L.S. Zooming In to a C.U.	Grain Being Loaded on to Truck	Near Brandon	N: "and the realities of a World Economy ensure that change continuously takes place."	No	Yes
15	C.U. of Sign, Zooming Out and Panning Right to a L.S. of Truck Going Down Road Showing Splits of Land	Sign (Land For Sale); Truck Passing by on Dirt Road	R.M. of St. Andrews	N: " Change presents challenges that have to be met,"	No	Yes
16	Medium Two Shot (M.2.S.)	Two Work Men Repairing Water Main	The Pas	N: "problems that have to be overcome,"	No	Yes
17	L.S.	Paddlewheel Showboat on Red River	Near Lockport	N: "and opportunities that have to be realized."	No	Yes
18	M.2.S.	Focused on Two Men Walking on Main Street Sidewalk, plus other C.B.D. Activity	Flin Flon	N: "Change will affect the social, economic, and environmental future of your community. Planning helps you cope with change on a continuing basis;"	No	Yes
19	L.S. with Pan to the Right	Quarry Beach Activity	Stonewall	N: "planning will also help the members of your municipality to identify and establish community goals"	No	Yes
20	M.2.S.	Children Playing on Quarry Beach	Stonewall	N: "within this framework of change."	No	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
21	L.S.	Commercial Business Signage along Strip of Highway	Brandon	N: " Planning allows each community to"	No	Yes
22	L.S.	Commercial Business Signage along Main Street	Morden	N: "view alternatives and decide which solution is best for you."	No	Yes
23	M.2.S. with Pan to the Right	Two People Crossing Main Street	Morden	N: "But why should you plan at all? Why not just let things happen? By planning you are able to control your own future."	Freeze Frame with Computer Generated Graphics of key Narration Points	Yes
24	L.S.	School Being Constructed on Indian Reserve	The Pas	N: "You plan for things you want to happen;"	No	Yes
25	L.S.	Fire Department Rescue Vehicle	The Pas	N: "you plan to prepare for things you expect to happen;"	No	Yes
26	L.S.	Pisew Falls	An Hours Drive South of Thompson	N: "and you plan because you want to protect the things you value from being destroyed."	No	Yes
27	E.L.S.	Looking Down from Hill onto New Housing Subdivision	Brandon: from North Hill	N: "Planning helps to assure more orderly development occurs at less cost to all concerned. Through Planning you are conserving, utilizing, and developing your resources, therefore Planning means good fiscal management. Planning is a flexible process that can be adapted to suit the needs of your individual community."	Freeze Frame with Computer Generated Graphics of key Narration Points	Yes
28	L.S.	C.B.D.	Brandon	N: "Before you begin Planning, you must"	No	Yes
29	E.L.S.	Modern Farm Operation with Large Home	Farm Near Portage La Prairie	N: "decide what is important to your community."	No	Yes
30	L.S.	C.B.D. street activilty	Brandon	N: "Each community will have issues that are important to the members of that community."	No	Yes
31	Long One Shot (L.I.S.)	Woman walking Down Sidewalk	The Pas	N: "The specific planning issues you are facing may vary"	No	Yes
32	E.L.S.	City Skyline	Brandon	N: "dependilng on the size,"	No	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
33	E.L.S.	Town	Minnedosa	N: "type,"	No	Yes
34	E.L.S.	Homes on Hill above Ross Lake	Flin Flon	N: "location,"	No	Yes
35	L.S.	Kennedy Tea House	R.M. of St. Andrews	N: "and history of the community in which you live."	No	Yes
36	L.S. Zooming Out with Pan to the Right	Focus on Grain Elevator and then pan to Main Street	Winkler	N: "The principles of Sustainable Economic Development may be introduced to a community through the planning process; this means that all economic decisions should adequately"	No	Yes
37	L.S.	Chemical Fertilizer Plant	Brandon	N: "reflect environmental considerations and that environmental initiatives should reflect economic realities."	No	Yes
38	C.U. Zooming Out to L.S.	Trucks at Winkler Concrete Ltd.	Winkler	N: "In order for your community to put Sustainable Economic Development principles into practice and make the best use of your resources, planning and development must go hand in hand."	No	Yes
39	Close-Up Shots and Medium Shots	Interview with Mayor, Henry Wiebe, intercut with cutaway shots of the town of Winkler used to emphasize the key points he relays in interview.	Winkler: On the Lawn of the Administration Office Building in Front of Main Street	OFF CAMERA INTERVIEW	Superimposed Computer Graphics: *Henry F. Wiebe - Mayor of Winkler Manitoba*	No
40	L.S.	Mass Transit City Bus	Brandon	N: "Along with Urban development is the need to provide municipal services necessary to sustain a dense population."	No	Yes
41	C.U. Zooming Out to L.S.with Pan to the Right	Single Family Home Panning to Multiple Family Dwelling Being Constructed	Selkirk	N: "In Urban Centers, planning issues revolve around making the best use of available land, and maximizing the benefits of the existing urban infrastructure and financial resources."	No	Yes
42	Tracking Shot	Large Luxury Single Family Homes	R.M. of St. Andrews	N: "Examples of land use issues include the development of residential areas that meet your standards for family living,"	No	Yes
43	L.S.	Sidewalk in C.B.D., Showing Business Activity	Brandon	N: "the maintenance of a downtown area that is well suited for the business person"	No	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
44	L.S.	Business Section of Town	Selkirk	N: "and convenient for Urban and Rural shoppers."	No	Yes
45	M.2.S.	Two Men Unloading Garbage at Landfill Site	Selkirk	N: "Examples of infrastructure and financial issues include shared landfill sites,"	No	Yes
46	C.U.	Bridge	Berens River	N: "and the replacement of existing bridges."	File Footage	Yes
47	Close-Up Shots and Medium Shots	Interview with Mayor, Bud Oliver, intercut with shots of Selkirk used to emphasize the key points he relays in interview.	Selkirk: Queens Park (In Front of Selkirk Lift Bridge)	OFF CAMERA INTERVIEW	Superimposed Computer Graphic *Bud Oliver - Mayor of Selkirk*	No
48	E.L.S.	Grain Elevator	St. Agathe	N: "Rural municipalities that are agricultural in nature have different planning concerns."	No	Yes
49	L.S.	Dust Storm in Farm Field; Phone Poles in Background	Near St. Claude	N: "The conservation of land"	File Footage	Yes
50	C.U.	Dam	Minnedosa	N: "and water resources"	No	Yes
51	L.S.	Ducks in Water	Oak Hammock Marsh	N: "and the preservation of natural wildlife habitat are often important planning issues in rural Manitoba."	No	Yes
52	M.S.	Sign (Wildlands Conservation Project)	Near Portage La Prairie	N: "Conservation practices may be introduced in a variety of ways"	No	Yes
53	M.S. Zooming In & Tracking Bird in Flight	Bird Diving in Water	Oak Hammock Marsh	N: "to protect the natural environment for the benefit of all."	No	Yes
54	E.L.S. Zooming In to L.S.	Skyline of City	Winnipeg	N: "Some agricultural areas which are located near urban centers are undergoing a transition"	No	Yes
55	L.S. with Pan to the Right	Pelican Place Subdivision	Lockport	N: "from rural to rural residential communities. These communities are often faced with planning issues like; conflicting land uses, premature fragmentation of land,"	No	Yes
56	L.S. Tracking Plane Crop Dusting	Plane Crop Dusting	Near Sanford	N: "restriction on certain farming activities,"	No	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
57	L.S. with Slow Pan to the Right	Car on Dirt Road	Winkler	N: "lack of adequate infrastructure to support the growing community,"	No	Yes
58	E.L.S.	Residential Land Splits	R.M. of St. Andrews	N: "an increase in assessment on nearby farmlands, and often there is a change from farm"	No	Yes
59	M.S.	Large Luxury Home	R. M. of East St. Paul	N: "to non-farm representation on the local council."	No	Yes
60	L.S.	Tractor Pulling Bails of Hay	Near Swan River	N: "To agricultural communities located in more rural areas,"	No	Yes
61	L.S.	Drain Ditch Full of Water	R. M. of Rosser	N: "soil and water management,"	No	Yes
62	L.S.	Bails of Hay in Field; Horses in the Background	Farm Near Stonewall	N: "the preservation of agricultural land,"	No	Yes
63	L.S.	Wind Break along Farm Field	Farm Near Portage La Prarie	N: "erosion control,"	No	Yes
64	M.S.	Duck in Marsh	R. M. of St. Andrews: Marsh off of River Rd.	N: "wildlife conservation,"	No	Yes
65	C.U.	Agricultural Water Irrigation System	Farm near Portage La Prarie	N: "a stable water supply,"	No	Yes
66	L.S.	Grain Elevator with C.B.D. Behind	Dauphin	N: "and accessibility to sound agricultural service centers are all important planning issues."	No	Yes
67	Close-Up Shots and Medium Shots	Interview with Councillor/ Farmer Jack Oatway Intercut with Cutaway Shots of Farming Activity to Emphasize Key points of information that he relays.	R. M. of Rosser: In Front of Jack Oatway's Barn.	OFF CAMERA INTERVIEW	Superimposed computer graphics: *Jack Oatway Councillor/ Farmer Rosser, Manitoba*	No
68	L.S.	C. B. D. Activity with Smoke Stacks in Background	Flin Flon	N: "Communities in Nothern Manitoba are faced with planning issuse that reflect their location and"	No	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
69	L.S.	Inco Smelter	Thompson	N: "often the nature of a single industry economy."	No	Yes
70	L.S.	Large Shopping Mall with Two Highrise Apartment Buildings Behind it	Thompson	N: "In addition to the usual urban concerns, planning issues facing northern communities"	No	Yes
71	L.S.	Car going South on Highway #6	Near Thompson	N: "include: improving ttransportation and communication,"	No	Yes
72	C.U. Zooming Out to a L.S.	Grain Elevator	The Pas	N: "diversifying the local economy, and living in a nothern climate."	No	Yes
73	Close-Up Shots and Medium Shots	Interview with Mayor Bruce Unfried of The Pas, Intercut with Interview of Councillor/ Real Estate Broker Stella Locker of Thompson including Cutaway Shots of the Town of The Pas and the City of Thompson, used to Emphasise the Key Points of Information they both Relay.	The Pas: Devon Park, infront of Kelsey Cairn beside the Saskatchewan River and Thompson: on the Lawn of City Hall with City Centre Mall and Apartment Highrises in the Background.	OFF CAMERA INTERVIEWS	Superimposed Computer Graphics of *Bruce Unfried's* name & position, and*Stella Locker's* name & position	No
74	L.S.	C.B.D Buildings and Cars on Street	Dauphin	N: "As we have seen, planning issues may"	No	Yes
75	L.S.	Houses on Hill, showing sewer boxes	Flin Flon	N: " be different depending on the individual community in which you live."	No	Yes
76	M.S.	C.B.D.	Brandon	N: "Regardless of the differences between one community and"	No	Yes
77	L.S.	Grain Elevator	Near Swan River	N: "another, the planning process itself can be applied"	No	Yes
78	L.S.	Houses on Lake with Speed Boat passing by	Lake Minnedosa	N: "in any community to establish and achieve community goals; whether those goals include sustainable economic development, conservation of resources, urban management, or any combination of the above, local planning will provide an opportunity for turning your goals into realities. Let us recap what planning is: Planning is a process Planning deals with change. Planning means controlling your own future. Planning means	Freeze Frame with Computer Generated Graphics Showing Community Goals and Recapping What Planning is	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
78 (cont'd)	L.S.	Houses on Lake with Speed Boat passing by	Lake Minnedosa	conserving, utilizing, and developing your resources. Planning means good fiscal management. The Planning process is flexible."	Freeze Frame (cont'd)	Yes
79	C.U. of Town Clock Zooming Out to L.S. and Panning onto Main Street of Town	Town Clock and Main Street	Minnedosa	N: "To ensure the best overall quality of life in your community, the first thing to do is examine the community in which you live. By taking a good hard look at where your community is and where it is going,"	No	Yes
80	M.S.	Pedestrian activity in C.B.D.	Flin Flon	N: "you should be able to determine the direction you want your community to take in the future."	No	Yes
81	L.2.S.	Middle-Aged Couple walking on Sidewalk	Portage La Prairie	N: "Only by getting involved in the planning of your community with others will you be able to ensure"	No	Yes
82	M.S. Zooming Out to L.S. and Panning to Right	New Single Family Homes and woman sweeping her driveway	Winkler	N: "the opportunity to achieve the quality of life you desire and can reasonably expect to attain."	No	Yes
83	M.2.S.	Two Business Men talking beside a car on street	Winkler	N: "A planner will sit down with you and work out an approach that suits the needs"	No	Yes
84	L.S.	Town and Church Steeple	St. Agathe	N: "of your individual community."	No	Yes
85	M.3.S.	Two Women and Child Walking along Sidewalk in C.B.D.	Carman	N: "Planning is merely a process that will help you identify and work"	No	Yes
86	M.S.	Children Playing on Swing Set in Playground	Portage La Prairie	N: "towards obtaining the living environment you want for your community."	No	Yes
87	C.U. (Closing Shot)	Child Playing in Sand	Stonewall: Quarry Beach	N: "It's up to you to determine the level of quality you wish to achieve for yourself and future generations."	Fade to Black at End of Narration	Yes
88	L.S.	Marsh with Homes in Background along Red River	R.M. of St. Andrews: River Road	No	Freeze Frame with Computer Generated Graphics of Closing Credits: *Produced by Bryan Moncion*	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
88 (Cont'd)	L.S.	Marsh with Homes in Background along Red River	R.M. of St. Andrews: River Road	No	Freeze Frame with Computer Generated Graphics (Cont'd) *for Manitoba Rural Development* *Technical Adviser Bill Renaud* *Camera Operator Jerry Ferenc* *Special Thanks to John Whiting Basil Rotoff Bill Karle Hugh Brown Geoffrey Bargh Nancy Lane Graeme Doyle Norm Blondin Pat Friesen Henry F. Wiebe Jack Oatway Bud Oliver Bruce Unfried Stella Locker Bill Renaud Jerry Ferenc* *Music Composed by Mike B. Lawson Lawson Musical Production & Stage Winnipeg, Manitoba* *Additional Video Footage provided By Manitoba Educational Television* *This Video Tape Program is part of a Practicum Case Study and represents a Partial Fulfillment*	Yes

SHOT #	DESCRIPTION OF SHOT	CONTENT OF SHOT	LOCATION OF SHOT	SOUND IN SHOT	SPECIAL EFFECTS	MUSIC
88 (Cont'd)	L.S.	Marsh with Homes in Background along Red River	R.M. of St. Andrews: River Road	No	Freeze Frame with Computer Generated Graphics (Cont'd) *of the requirements for the degree of Master of City Planning, Department of City Planning, Faculty of Architecture, University of Manitoba 1990.* *© 1990 Educational Support Division Communication Systems University of Manitoba* Fade To Black.	Yes

APPENDIX B

APPENDIX B

PROGRAM PRODUCTION
COMMUNICATION SYSTEMS
THE UNIVERSITY OF MANITOBA

PRODUCTION ESTIMATE

Client	BRYAN MONCION - PRACTICUM STUDENT
Department	DEPARTMENT OF CITY PLANNING, FACULTY OF ARCHITECTURE
Budget Number	
Requested by	
Production Date	DECEMBER 4, 1990 Time
Office Address	Telephone
Job Discription	"COMMUNITY PLANNING IN RURAL MANITOBA"

DISCRIPTION	QTY.	CODE	Price	AMOUNT
PRODUCER/DIRECTOR	93.8hrs.		$30.00/hr	$2813.00
TECHNICAL ADVISOR	4.6hrs		$30.00/hr	$138.75
CAMERAMAN & EQUIPMENT	21hrs.		$61.00/hr	$1281.00
CAMERAMAN OVERTIME	9.5hrs		$81.00/hr	$769.50
REMOTE CAMERA EQUIPMENT	1		$500.00	$500.00
EDITING	28.5hrs.		$80.00/hr	$2280.00
SOUND TRACK EDITING	13hrs.		$55.00/hr	$715.00
BACKGROUND MUSIC TRACK	1hr		$600.00	$600.00
MASTER TAPE	1		$37.00/tape	$37.00
			SUB TOTAL	$9134.25

PROGRAM PRODUCTION
COMMUNICATION SYSTEMS
THE UNIVERSITY OF MANITOBA

PRODUCTION ESTIMATE

Client	BRYAN MONCION - PRACTICUM STUDENT
Department	DEPARTMENT OF CITY PLANNING, FACULTY OF ARCHITECTURE
Budget Number	
Requested by	
Production Date	DECEMBER 4, 1990 Time
Office Address	Telephone
Job Discription	"COMMUNITY PLANNING IN RURAL MANITOBA"

DISCRIPTION	QTY.	CODE	Price	AMOUNT
KSP-20 TAPES (Original Scenes)	17		$30.00/tape	$510.00
KSP-60 TAPES (Original Scenes)	14		$47.00/tape	$658.00
ADDITIONAL BLANK VIDEO TAPES	20		$10.00/tape	$200.00
TRAVEL EXPENSES				$873.00
			FINAL TOTAL	$11375.25

APPENDIX C

COMMUNICATION SYSTEMS
PROGRAM PRODUCTION

Record date December 4, 1990 Take sheet 1 of 1

Tape no. 1 vtr no. _____ dept. City Plannin

TOPIC: "Community Planning in Rural Manitoba"

Director Bryan Moncion Operator _____

cut	take	description	time code in	time code out
1	1	Selkirk Marine Museum Ships	00584518	00584729
		Splice to		
2	1	Simplot Fertilizer Manufacturing Plant	01453615	01453804

APPENDIX D

TO: Whom it may concern.

RE: The Video Tape Package - "Community Planning In Rural Manitoba".

"Community Planning In Rural Manitoba" is a twenty minute video tape program, with an accompanying pamphlet, that focuses on various planning issues as they exist throughout the Province of Manitoba. This video tape package is designed to introduce planning issues to individuals with little or no previous knowledge of planning. While watching the video tape you may find it helpful to think about some of the planning issues facing your community today.

The video tape program and pamphlet establish the following: that communities in one part of Manitoba are often different from communities in another part of Manitoba; that planning issues may vary from one community to another; a definition of planning; an explanation of how planning helps a community cope with change; an explanation of how planning helps control a community's future; that planning means good fiscal management; that planning is a flexible process; an explanation of the principles of sustainable economic development as they apply to the planning process; an explanation of how planning provides sound urban management; an explanation of how the conservation of resources is a part of planning; a summary of how planning issues may vary from one community to another; and a recap of what planning is. The video tape package looks at planning issues in the following communities: small urban centers, large urban centers, rural agricultural communities, and northern communities. As part of the video tape program, interviews are held with community leaders acting as representatives for the above community types.

After viewing the materials in the video tape package it would be greatly appreciated if you would take a few minutes to fill out the accompanying survey/questionaire and return

it along with the video tape package. The survey is being conducted in order to obtain your perceptions of the planning issues presented in the video tape package. Likewise, any additional comments on planning in Manitoba, the video tape package, or the use of this type of medium to explain the planning process would be greatly appreciated.

If you have any questions or would like additional information on the planning issues discussed in the video tape package or on any aspect of planning in Manitoba, please do not hesitate to contact:

Manitoba Rural Development
404-800 Portage Avenue
Winnipeg, Manitoba
R3G 0N4
Phone: (204) 945-2150

APPENDIX E

COMMUNITY PLANNING IN RURAL MANITOBA

If you were to travel around the Province of Manitoba, you would notice that it is composed of a number of distinct geographical and social regions, each with its own unique communities and characteristics.

Southern Manitoba is composed of agricultural land ranging from fertile to marginal productivity. Numerous settlements dot the landscape varying in size from hamlets to cities, the economies of which range from inactive to thriving.

In the rugged Northlands, communities range in size from large urban centers to small isolated settlements.

Just as communities in one part of Manitoba may be different from communities in another part, the planning issues facing these communities may be different as well.

But what is Planning anyway?

Planning is a process.

Planning is a process that helps us establish **community goals** and **avoid problems.**

Look around you, things are changing. The development of new technologies and the realities of a world economy ensure that change continuously takes place. Change presents challenges that have to be met, problems that have to be overcome, and opportunities that have to be realized.

Planning helps you cope with change.

Change will affect the social, economic, and environmental future of your community. Planning helps you cope with change on a continuing basis;planning will also help the members of your community to identify and establish community goals within this framework of change.

Planning allows each community to view alternatives and decide which solution is best for you.

But why should you plan at all? Why not just let things happen?

Planning means controlling your own future.

By planning you are able to have a hand in controlling your own future. You plan for things you want to happen; you plan to prepare for things you expect to happen, and you plan because you want to protect the things you value.

Planning means good fiscal management.

Through Planning you are **conserving, utilizing and developing** your resources. Planning helps to assure more orderly development occurs at less cost to all concerned, therefore Planning means good fiscal management.

Planning is a flexible process.

Planning is a flexible process that can be adapted to suit the needs of your individual community.

Before you begin Planning, you must decide what is important to your community.

Each community will have issues that are important to the members of that community. The specific planning issues you are facing may vary depending on the size, type, location and history of the community in which you live.

Sustainable Economic Development

The principles of **Sustainable Economic Development** may be introduced to a community through the planning process; this means that all economic decisions should adequately reflect environmental considerations and that environmental initiatives should reflect economic realities. In order for your community to put **Sustainable Economic Development** principles into practice and make the best use of your resources, planning and development must go hand in hand.

Regardless of the size, type and location of your community the principles of **Sustainable Economic Development** can be applied to your Planning, Conservation, and Development considerations.

Urban Municipalities, have planning issues that revolve around making the best use of available land, and maximizing the benefits of the existing urban infrastructure and financial resources. Examples of land use issues include the development of residential areas that meet your standards for family living; the maintenance of a downtown area that is well suited for the business person and convenient for Urban and Rural shoppers. Examples of infrastructure and financial issues include shared landfill sites and the replacement of existing bridges.

Rural Municipalities that are agricultural in nature have different planning concerns. The conservation of land and water resources and the preservation of natural wildlife habitat are often important planning issues in rural Manitoba. Conservation practices may be introduced in a variety of ways to protect the natural environment for the benefit of all.

Some agricultural areas which are located near urban centers are undergoing a transition from rural to rural residential communities. These

communities are often faced with planning issues like; conflicting land uses, premature fragmentation of land, restriction on certain farming activities, lack of adequate infrastructure to support the growing community, an increase in assessment on nearby farmlands, and often there is a change from farm to non-farm representation on the local council.

To agricultural communities located in more rural areas, soil and water management, the preservation of agricultural land, erosion control, wildlife conservation, a stable water supply, and accessibility to sound agricultural service centers are all important planning issues.

Northern Manitoba Communities are faced with planning issues that reflect their location and often the nature of a single industry economy. In addition to the usual urban concerns, planning issues facing northern communities include: improving transportation and communication, diversifying the local economy, and living in a northern climate.

As we have seen, planning issues may be different depending on the individual community in which you live. Regardless of the differences between one community and another, the planning process itself can be applied in any community to establish and achieve community goals; whether those goals include **sustainable economic development, conservation of resources, urban management,** or any combination of the above, local planning will provide an opportunity for turning your goals into realities.

Let us recap what Planning is:

- **Planning is a process.**
- **Planning deals with change.**
- **Planning means controlling your own future.**
- **Planning means conserving, utilizing, and developing your resources.**
- **Planning means good fiscal management.**
- **The planning process is flexible.**

To ensure the best overall quality of life in your community, the first thing to do is examine the community in which you live.

By taking a good hard look at where your community is and where it is going, you should be able to determine the direction you want your community to take in the future.

Only by getting involved in the planning of your community with others will you be able to ensure that your community has the chance to achieve the quality of life you desire and can reasonably expect to attain.

A planner will sit down with you and work out an approach that suits the needs of your individual community.

Remember, planning is merely a process that will help you identify and work towards obtaining the living environment you want for your community. It is up to you to determine the level of quality you wish to achieve for yourself and future generations.

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The planning issues outlined in this pamphlet are explained in a 20 minute video presentation entitled "COMMUNITY PLANNING IN RURAL MANITOBA". This pamphlet is intended to be used in conjunction with the video tape presentation. For additional information on Planning in Manitoba or an opportunity to view the video tape (available in both VHS or BETA formats), please contact:

Manitoba Rural Development
404-800 Portage Avenue
Winnipeg, Manitoba
R3G 0N4
Phone: (204) 945-2150

COMMUNITY PLANNING IN RURAL MANITOBA

A 20 MINUTE VIDEO TAPE PROGRAM ON PLANNING AND DEVELOPMENT ISSUES FACING MANITOBA IN THE 1990'S

Note: The Base Map on the cover of this pamphlet was created by the Machine Geography

Department of Geography
University of Manitoba

APPENDIX F

MUNICIPAL PLANNING BRANCH SURVEY OF THE VIDEO TAPE

"COMMUNITY PLANNING IN RURAL MANITOBA"

This Survey is being undertaken by the Municipal Planning Branch in order to test the effectiveness of the video tape by examining viewer response to an introductory program on planning issues in Manitoba.

SECTION 1 - PERCEPTIONS ON PLANNING (SERIES 1)

This section is designed to assess your perceptions on planning.[On a scale of 1 to 5, rate the following statements on whether you Disagree (Dis.), Agree (Ag.), or Strongly Agree (Str Ag.). Please indicate your response by circling the appropriate number.]

	Dis.		Ag.		Str Ag.
1. Planning is a process.	1	2	3	4	5
2. Planning helps avoid problems and establish community goals.	1	2	3	4	5
3. We live in an unchanging world.	1	2	3	4	5
4. Planning helps your community cope with change.	1	2	3	4	5
5. Planning will not help you control the future of your community.	1	2	3	4	5
6. Good fiscal management does not require planning.	1	2	3	4	5
7. Planning is a flexible process that can be adapted to suit the needs of your individual community.	1	2	3	4	5
8. Planning issues are the same in every community.	1	2	3	4	5
9. The creation of "Sustainable Economic Development" practices may be introduced to a community through the planning process.	1	2	3	4	5
10. The planning process does not allow for conservation initiatives within a community.	1	2	3	4	5
11. Planning, conservation, development, and sound urban and rural management are all part of community "Sustainable Economic Development".	1	2	3	4	5
12. Planning, conservation, and development practices are mutually supportive and can work together to achieve community goals.	1	2	3	4	5
13. Not every community can use the planning process to establish and achieve its goals.	1	2	3	4	5

PLEASE STOP HERE FOR AN OPPORTUNITY TO VIEW THE VIDEO TAPE.

SECTION 1 - PERCEPTIONS ON PLANNING (SERIES 2)

[After having viewed the **video tape**, on a scale of 1 to 5, please reevaluate the following statements on whether you Disagree (Dis.), Agree (Ag.), or Strongly Agree (Str Ag.). Please indicate your response by circling the appropriate number.]

	Dis.		Ag.		Str Ag.
1. Planning is a process.	1	2	3	4	5
2. Planning helps avoid problems and establish community goals.	1	2	3	4	5
3. We live in an unchanging world.	1	2	3	4	5
4. Planning helps your community cope with change.	1	2	3	4	5
5. Planning will not help you control the future of your community.	1	2	3	4	5
6. Good fiscal management does not require planning.	1	2	3	4	5
7. Planning is a flexible process that can be adapted to suit the needs of your individual community.	1	2	3	4	5
8. Planning issues are the same in every community.	1	2	3	4	5
9. The creation of "Sustainable Economic Development" practices may be introduced to a community through the planning process.	1	2	3	4	5
10. The planning process does not allow for conservation initiatives within a community.	1	2	3	4	5
11. Planning, conservation, development, and sound urban and rural management are all part of community "Sustainable Economic Development".	1	2	3	4	5
12. Planning, conservation, and development practices are mutually supportive and can work together to achieve community goals.	1	2	3	4	5
13. Not every community can use the planning process to establish and achieve its goals.	1	2	3	4	5

SECTION 2 - QUESTIONS ON THE VIDEO TAPE PROGRAM.

This section is designed to assess your views on the video tape program.

1. Did you enjoy viewing this video tape? YES __ NO __

2. Was the information in the video tape delivered in a clear, concise manner? YES __ NO__

3. Did you find the length of the video tape
TOO LONG ___
TOO SHORT ___
ADEQUATE LENGTH ___

4a. Did the video tape capture and hold your attention? YES __ NO __
4b. If NO, Why not?_____

5a. Did you learn anything new about planning? YES __ NO __
5b. If YES, what did you learn? _____

6a. Was the type of community you live in (rural, urban, northern, etc.) adequately represented in the video tape? YES __ NO __
6b. What type of community do you live in?_____

7a. Did the planning issues discussed in the video tape adequately represent the planning issues facing your community today? YES __ NO __
7b. What are some of the planning issues facing your community? _____

8a. Have your perceptions of planning changed since seeing the video tape. YES __ NO __
8b. If NO, is it because: (CHOOSE ONLY ONE)
1) You already had considerable knowledge about planning. YES __ NO __
2) You do not agree with how planning was presented in the video tape. YES __ N0 __
If so, why not? _____

SECTION 3- QUESTIONS ON THE USE OF VIDEO TAPES IN PLANNING

This section is designed to assess the use of video tapes in planning presentations and to find out the topics which interest the respondents most.

1. Do you consider a video tape to be a good teaching tool? YES __ NO __

2a. Would you like to see more video tapes on planning and development? YES __ NO __

2b. If YES, on what topics?_____

_____

_____

3. Which would you prefer: (CHOOSE ONLY ONE)

1) To watch a video tape in addition to a speaker YES __ NO __

2) Hear an oral presentation with no video tape YES __ NO __

3) To view only a video tape with no speaker. YES __ NO __

4. Any additional comments on the video tape would be greatly appreciated._____

_____

_____

_____

_____

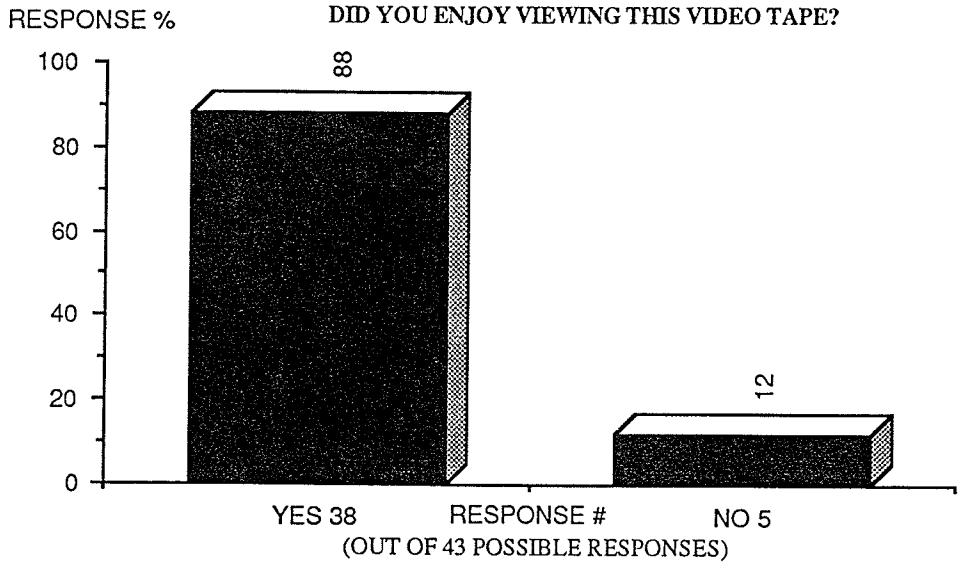
_____

THANK YOU FOR YOUR CO-OPERATION IN COMPLETING THIS SURVEY.

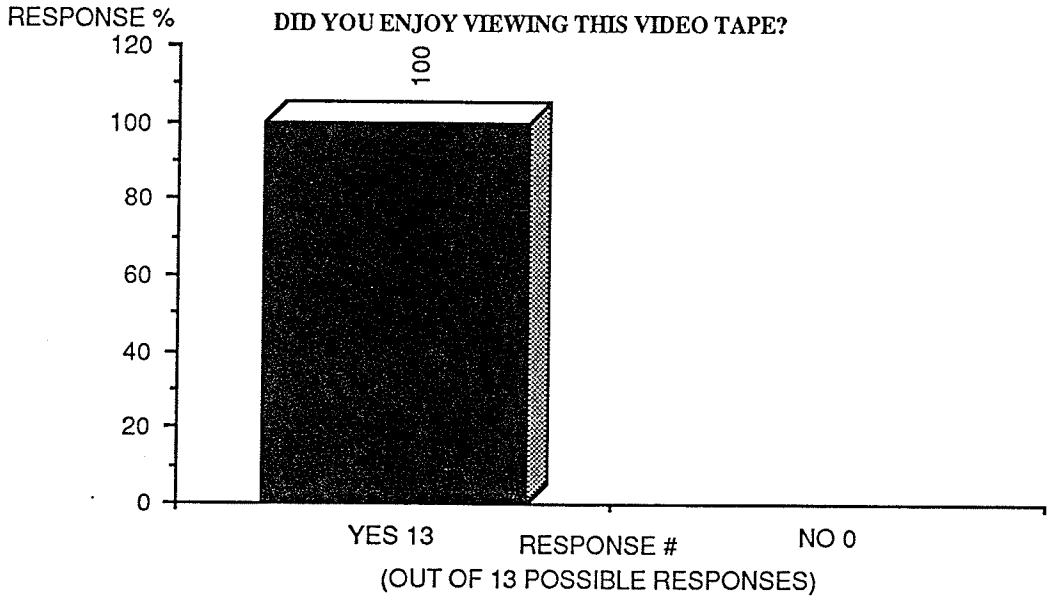
APPENDIX G

SECTION 2 - QUESTION 1

STUDENTS' SURVEY RESPONSE

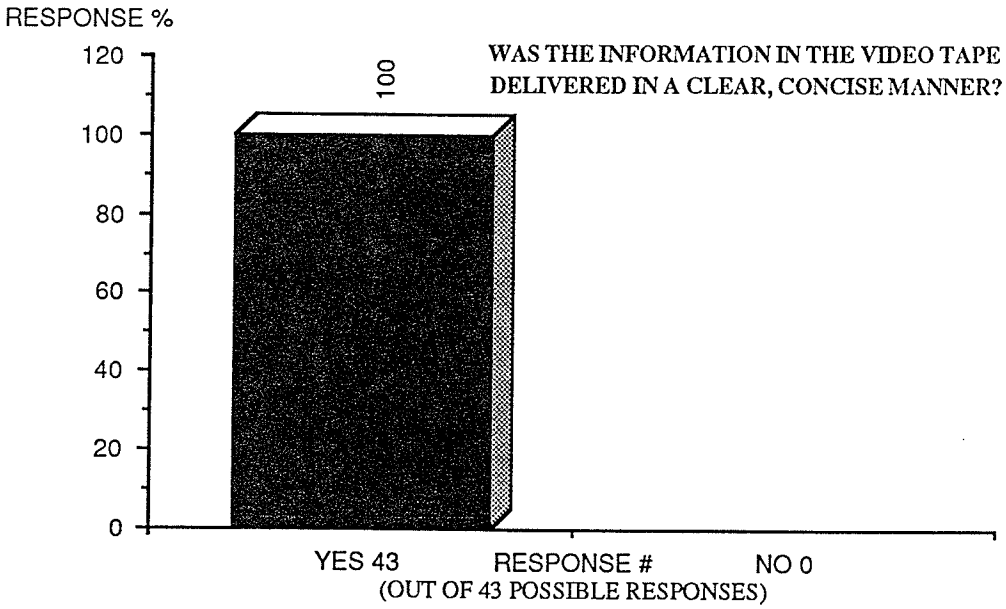


MUNICIPAL OFFICIALS' SURVEY RESPONSE



SECTION 2 - QUESTION 2

STUDENTS' SURVEY RESPONSE



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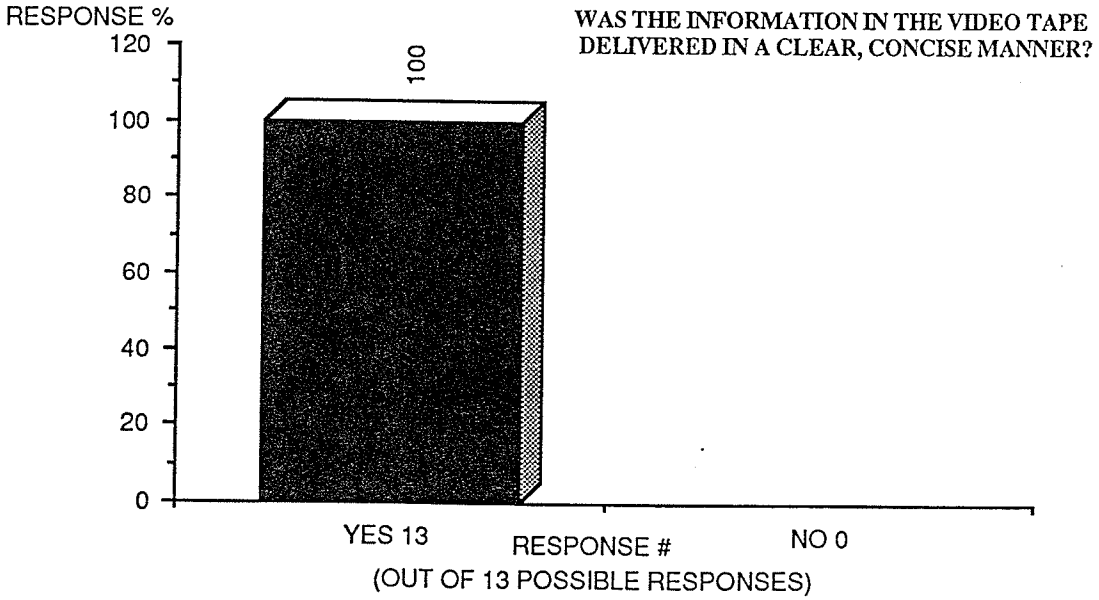
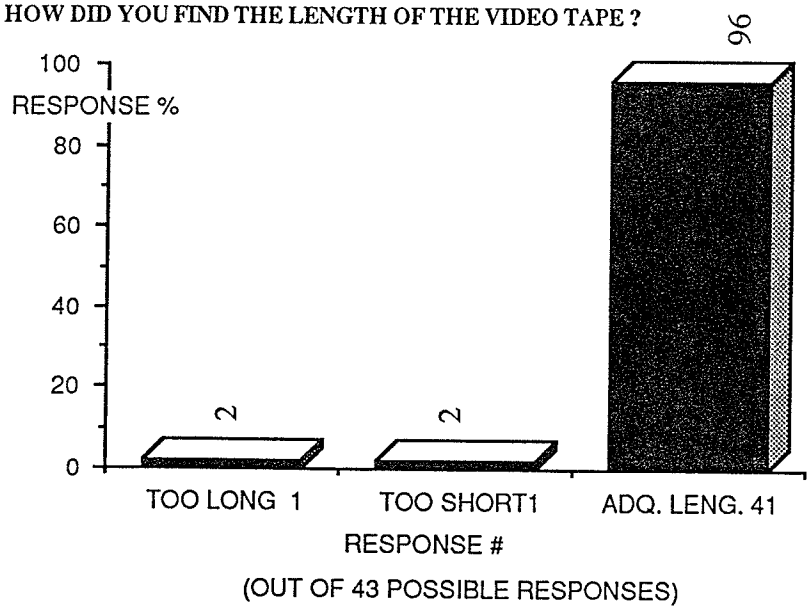


SECTION 2 - QUESTION 3

STUDENTS' SURVEY RESPONSE



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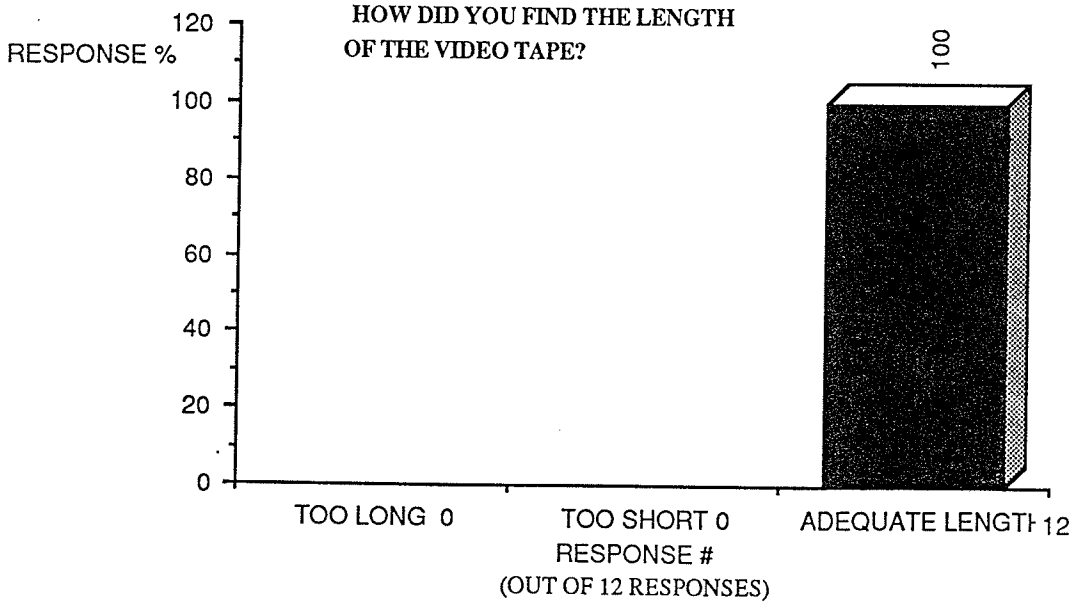
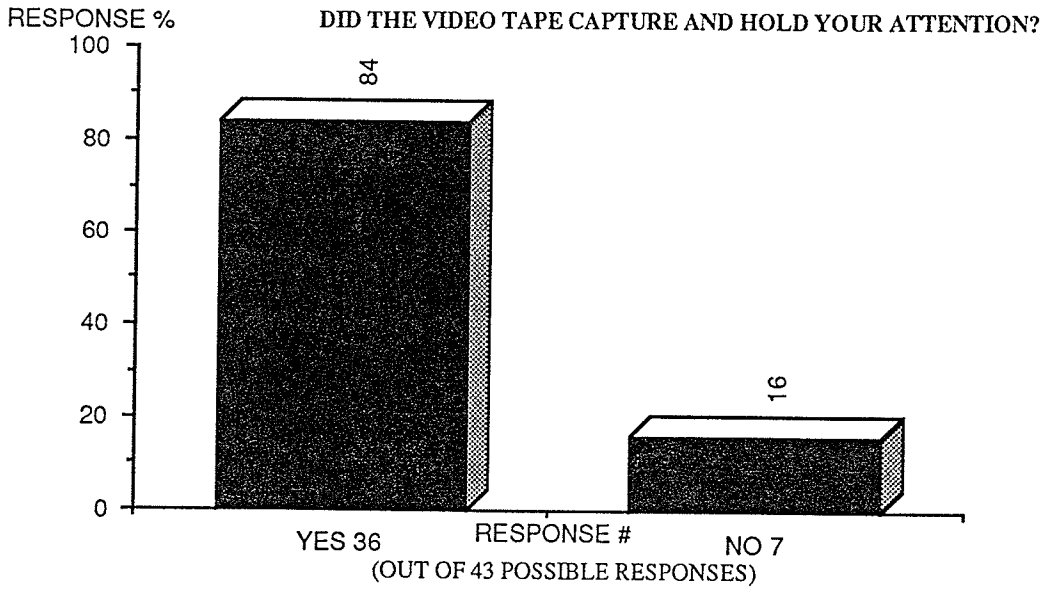


SECTION 2 - QUESTION 4

STUDENTS' SURVEY RESPONSE



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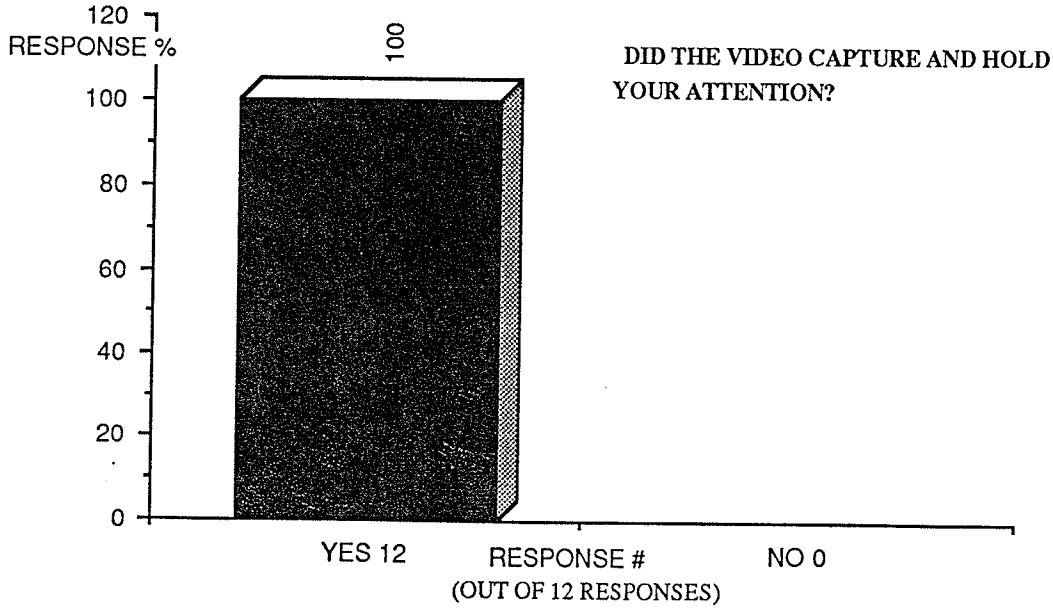
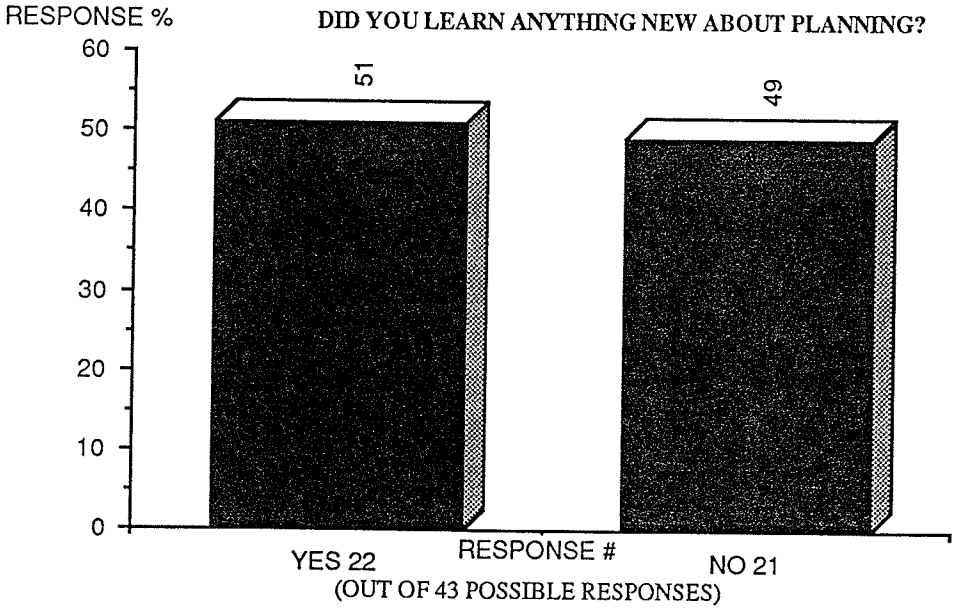


SECTION 2 - QUESTION 5

STUDENTS' SURVEY RESPONSE



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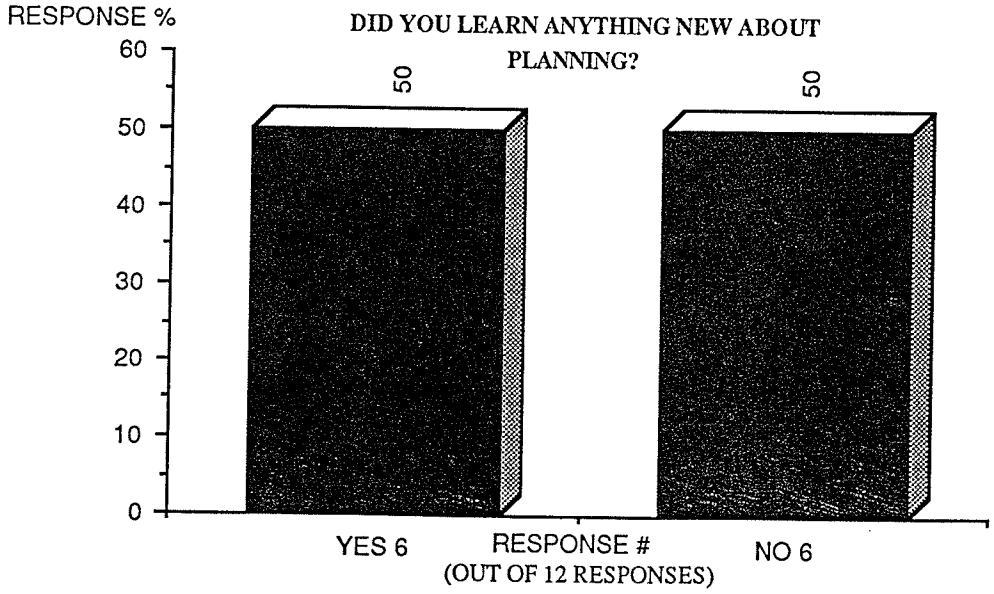
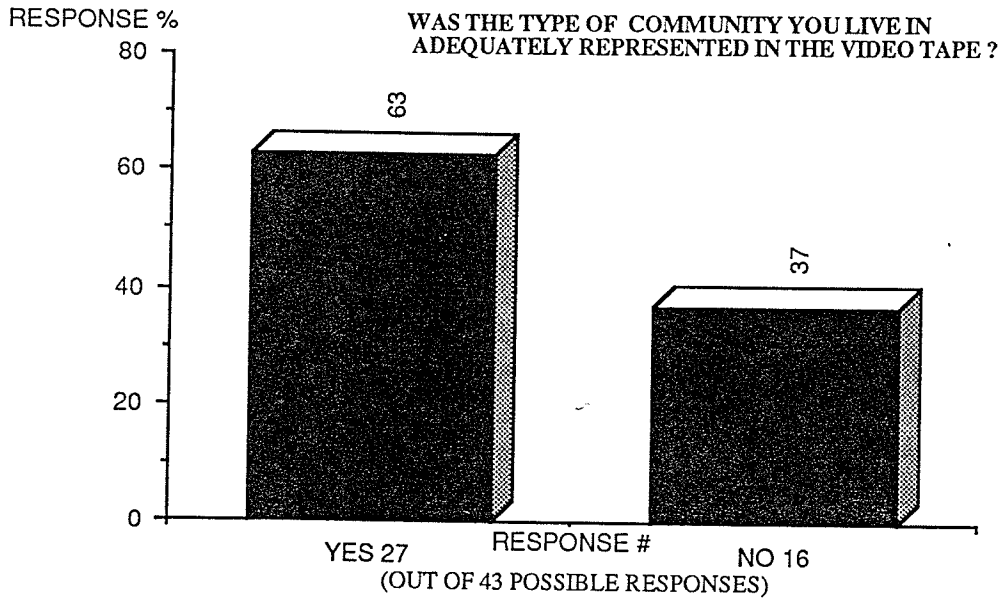


SECTION 2 - QUESTION 6

STUDENTS' SURVEY RESPONSE



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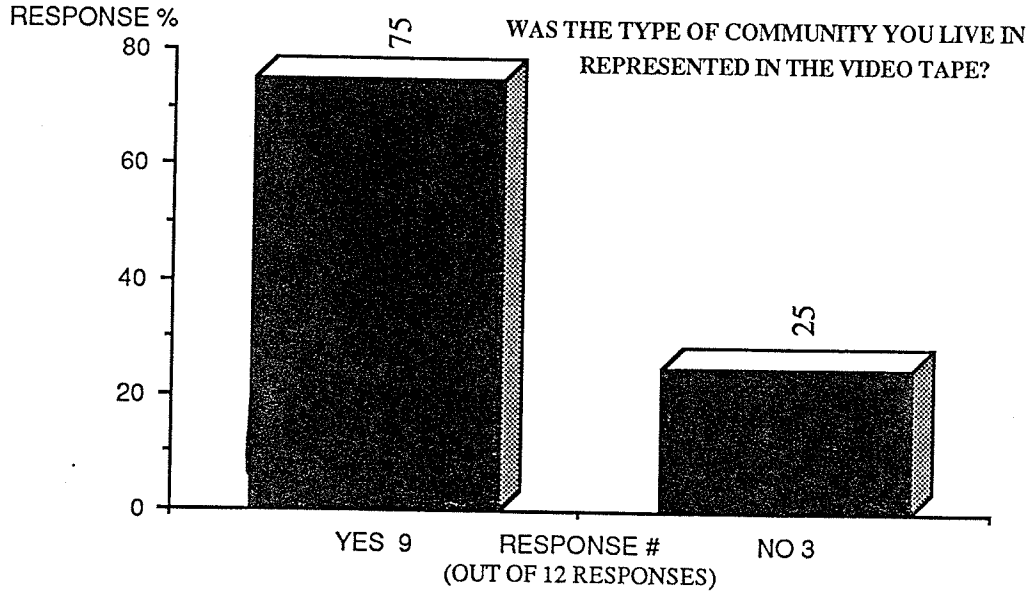
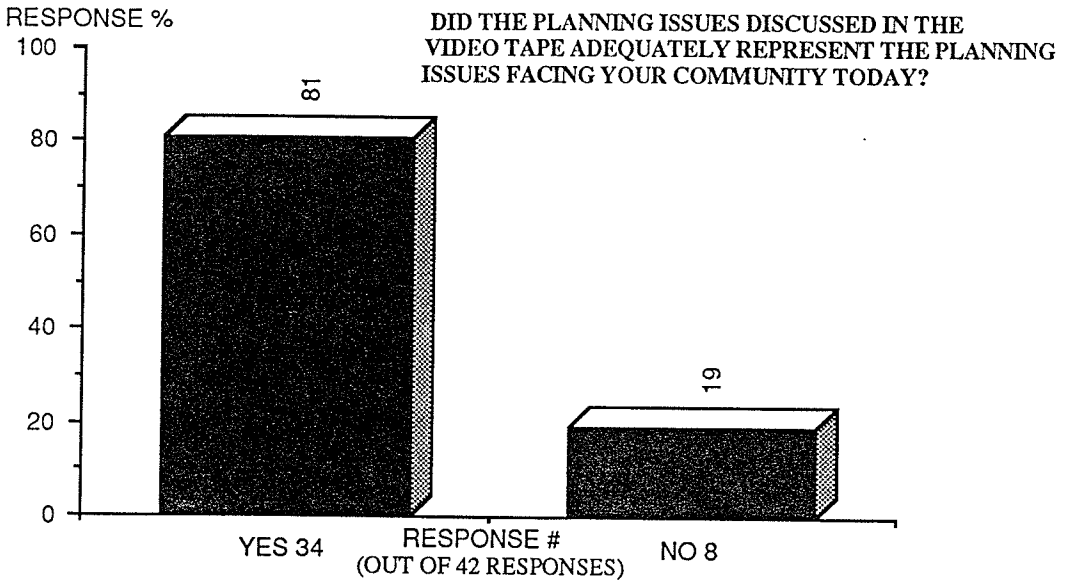


SECTION 2 - QUESTION 7

STUDENTS' SURVEY RESPONSE



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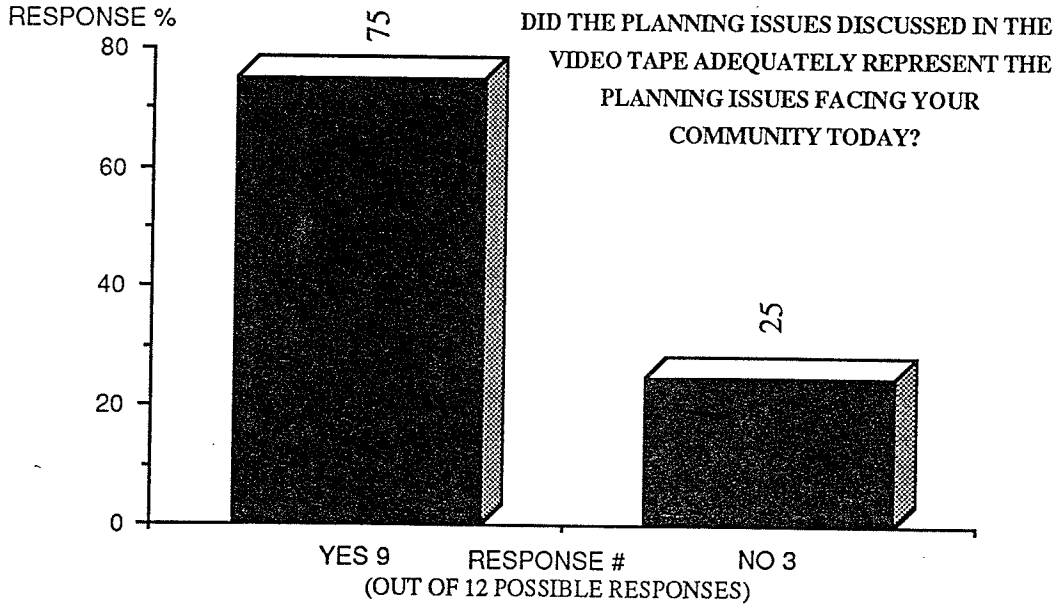
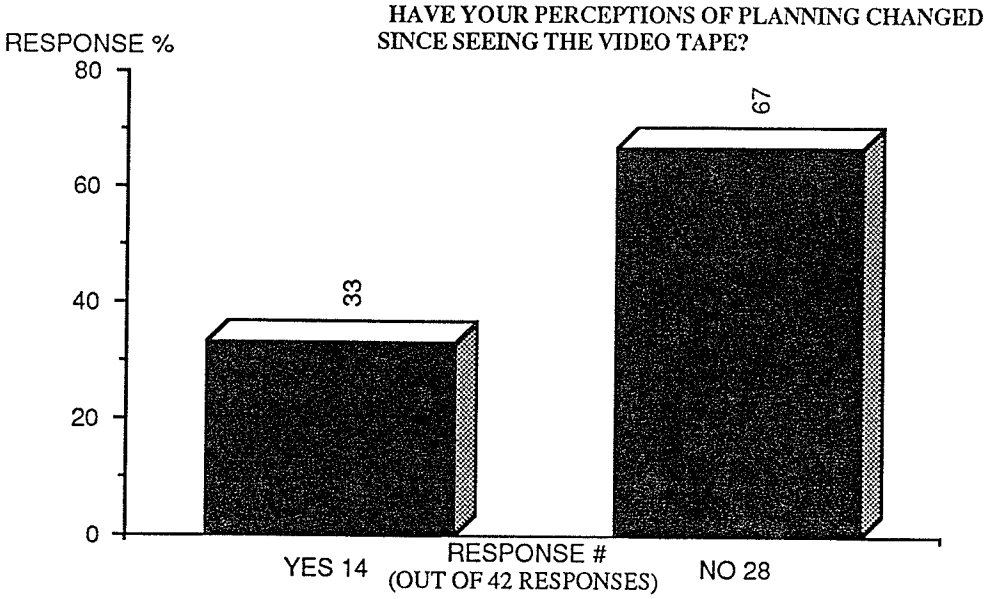


SECTION 2 - QUESTION 8

STUDENTS' SURVEY RESPONSE



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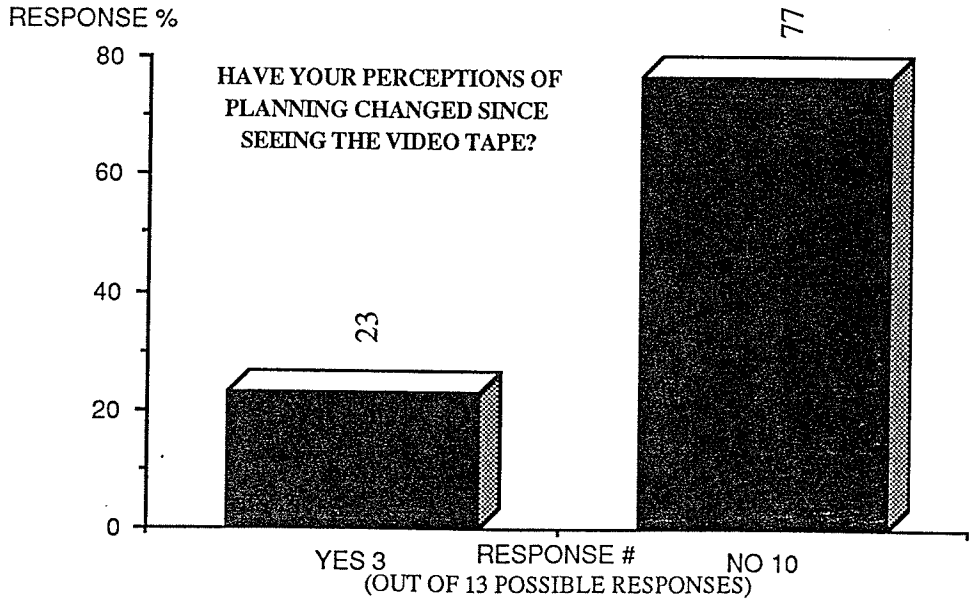
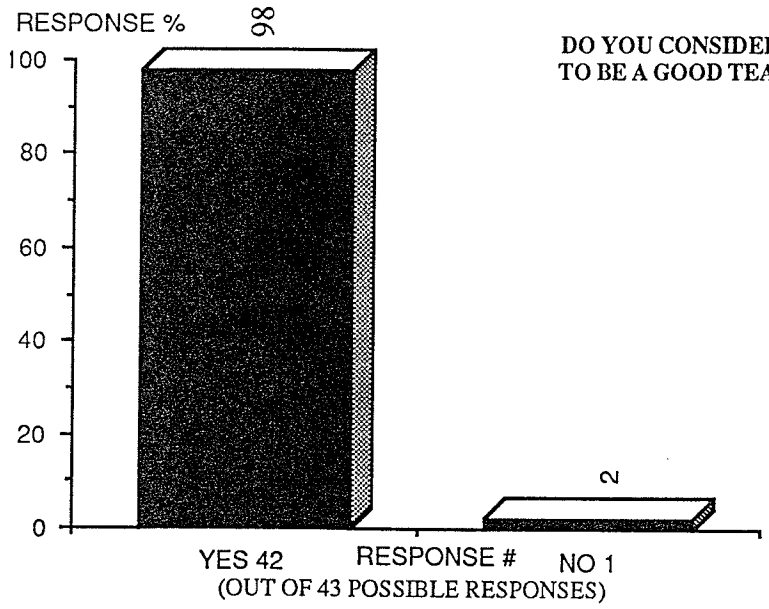


SECTION 3 - QUESTION 1

STUDENTS' SURVEY RESPONSE



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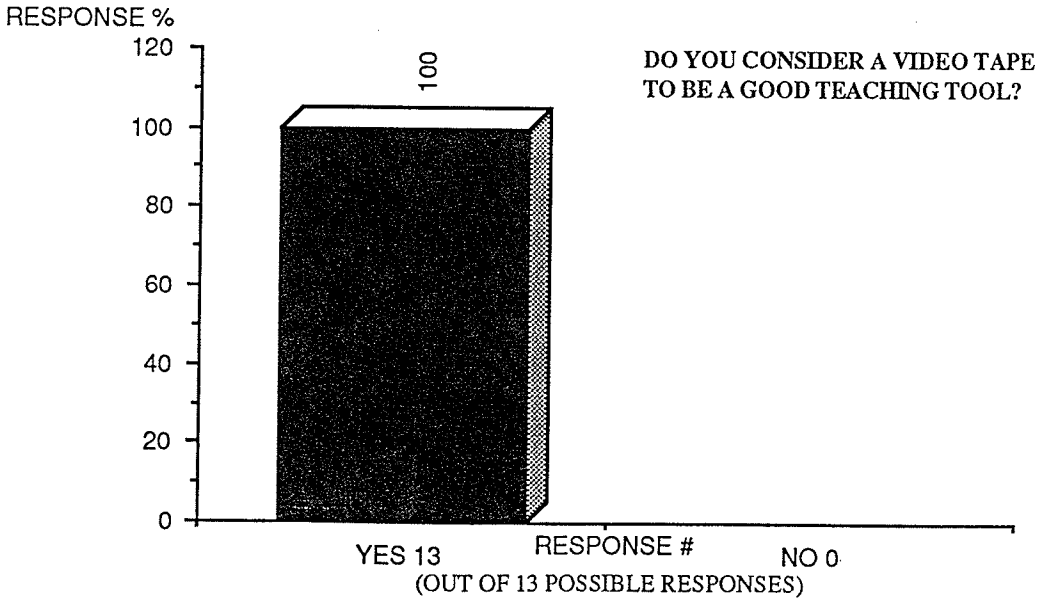
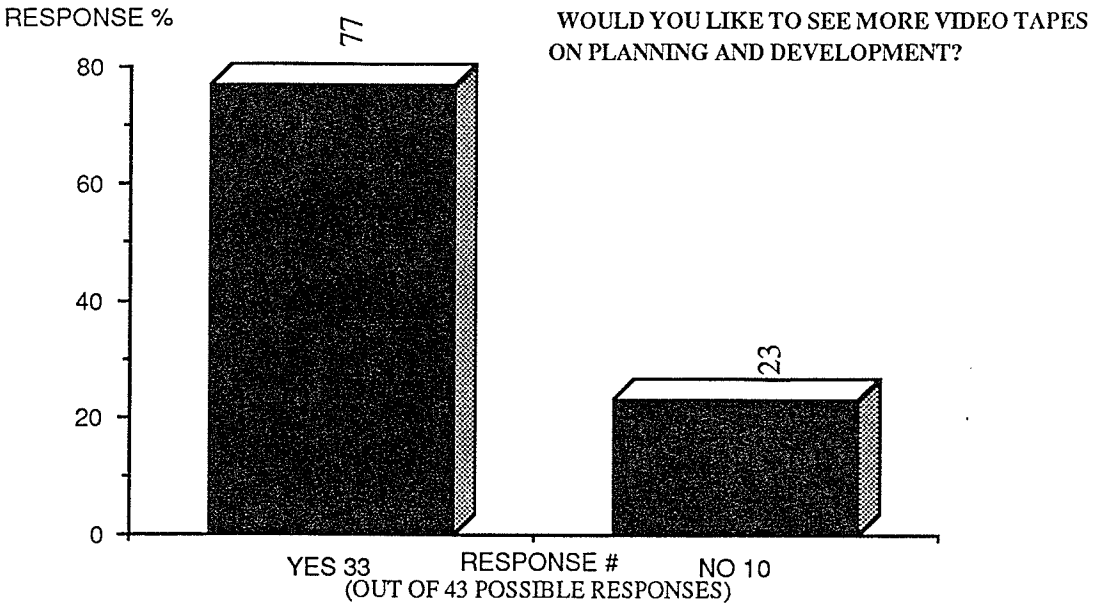


SECTION 3 - QUESTION 2

STUDENTS' SURVEY RESPONSE



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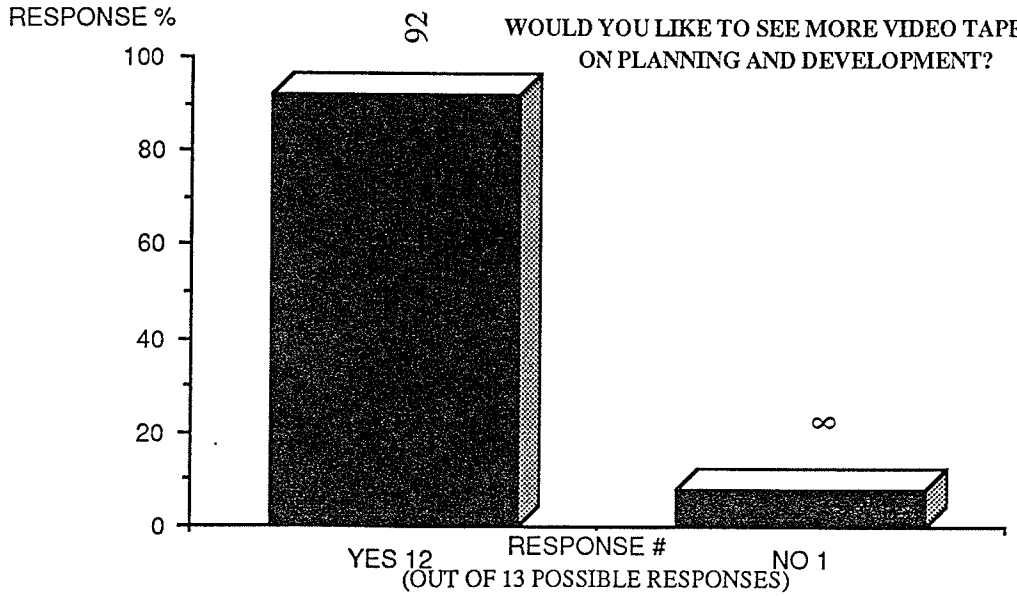
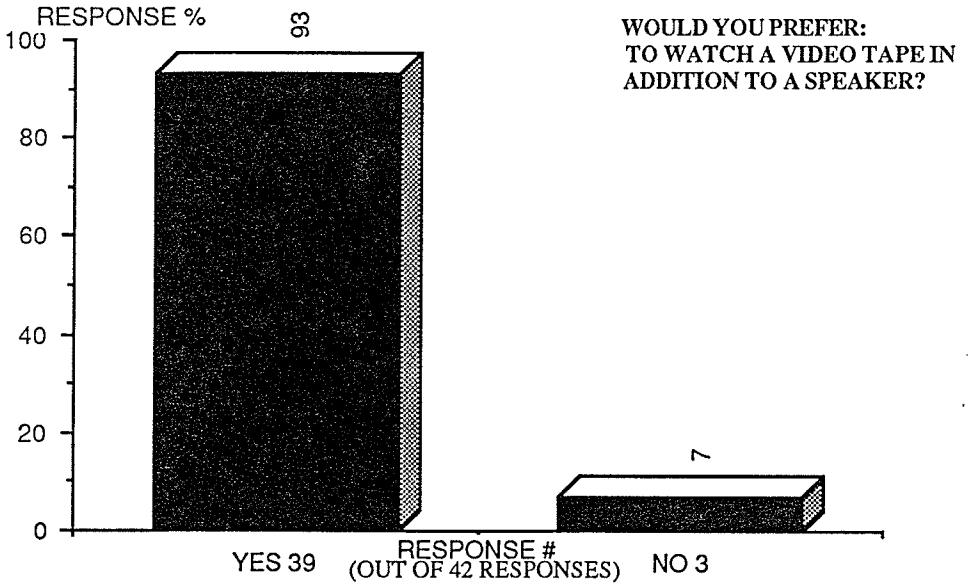
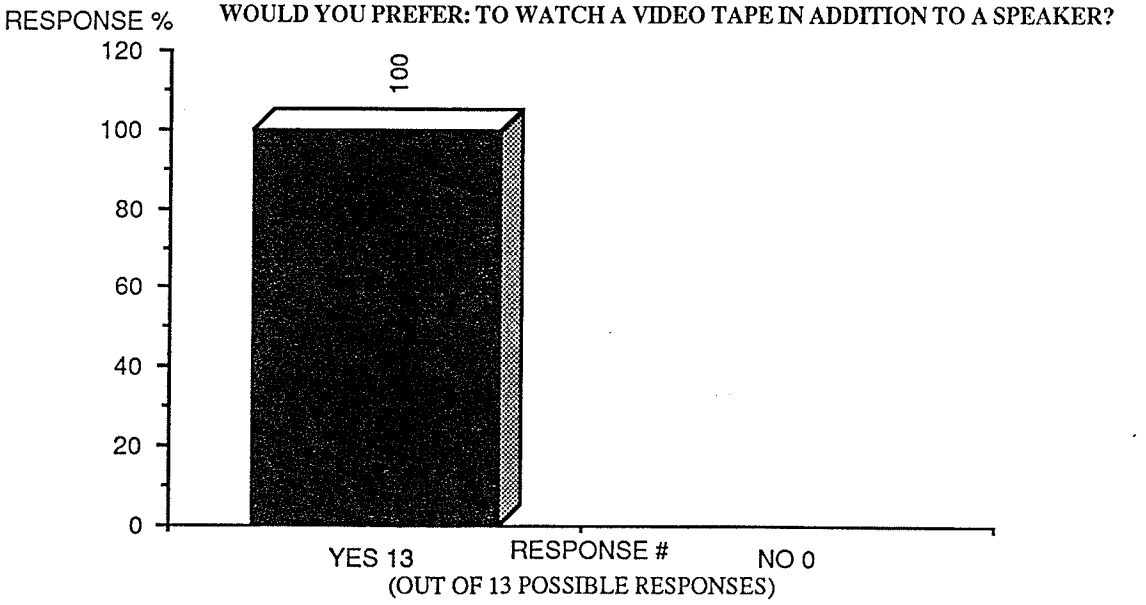


SECTION 3 - QUESTION 3.1

STUDENTS' SURVEY RESPONSE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