A MANUAL FOR THE USE OF SLIDE TAPE INSTRUCTIONAL PROGRAMME ON THE PHYSICAL LEARNING ENVIRONMENT OF AHMADU BELLO UNIVERSITY MAIN CAMPUS, ZARIA.

BY

COMFORT M. EKPO

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By

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(AN INDEPENDENT STUDY)

A project submiteed to the Postgraduate School, Ahmadu Bello University, Zaria in partial fulfilment of the requirements for the Degree of Master of Education in Instructional Technology.

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA.

JUNE, 1984

v

D E D I C A T I O N

TO MY FAMILY FOR BEARING ALL THE
INCONVENIENCES,
&
TO ALL FUTURE MEDIA DEVELOPERS.

APPROVAL SHEET

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA.

The undersigned staff have certified that they have examined and therefore recommend to the Faculty Board of Education for acceptance, an Independent Study entitled:

"The Physical Learning Environment of Ahmadu Bello University, Main Campus, Zaria" and its manual, Submitted by Comfort M. Ekpo in partial fulfilment of the requirements for the Master of Education Degree.

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C. M. EKPO

ABSTRACT

The number of students admitted into our academic institutions is increasing yearly and providing effective education for this teaming population without requisite environment is a major problem. Hence, almost all Educationists are concerned with providing adequate learning experiences for these students so as to meet their individual learning needs. But from the investigation done it is obvious that all new students at Ahmadu Bello University are not aware of their learning environment. This independent study therefore attempts to orient all new students of A.B.U., Samaru campus to the various facilities and services provided by the Institution. This is achieved by first assessing the students' needs systematically, and intimately analysing the target audience before an instructional programme using the 2" x 2" slide sequences and sound recording is designed.

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

The Ashby Commission in 1960 recommended some negotiations with a view to establishing a University in the then Northern Region of Nigeria and it was to be located in Zaria. Following these negotiations, a law establishing a provisional council of the University of Northern Nigerian was passed in April, 1961 by the then Northern Nigeria legislature.

The University came into existence legally on 4 October, 1962, and teaching to some 400 students started on 10 October, 1962. Today, over 20 years after the establishment, the University has grown in enrolment and is endowed with attractive physical facilities that could improve learning for the students if they are effectively utilized. The present site of Ahmadu Bello University main campus is a vastly extended campus of the defunct Nigerian College of Arts, Science and Technology, Zaria.

From the above background therefore, one could say that Ahmadu Bello University was not intentionally planned to take the present shape. This could also lead to a better understanding of why in Zaria alone, most of the physical facilities are so scattered all over the three campuses at Tundun Wada, Kongo and Samaru. A well designed user environment should create an atmosphere that encourages the user, whether faculty or individual student, to use the physical facilities and to take advantage of all the services offered there. Since our environment is an intergral part of learning material, students ought to be aware of their immediate environment and the physical facilities therein. For these reasons, freshmen into the University would probably appreciate more the need for this project especially in this **era** of information explosion because the instructional kit that is designed aims at bringing together all these facilities for learning purposes.

1.1 Purpose of the Project

Ahmadu Bello University is located in relatively rural surrounding. For a University of this nature, its development programme goes beyond the provison of the usual academic and administrative buildings. It has to provide a lot of services to both staff and students of the institution and the new entrants to the University must all be aware of these services, at the same time be able to use them effectively. My interactions lately with some of the second year students in the Faculty of Education has heightened my interest in analysing the physical learning environments of the Ahmadu Bello University, Zaria. Some of these students claimed they have spent two sessions so far in the main campus but without knowing what facilities are available for their use outside the faculty.

It is on record that at the beginning of every new session up till 1978 the University conducted an orientation programme for all its freshmen. Since then, this orientation programme is departmentalized and often in most departments the programme is none existent. (Balogun, 1983). Besides, whenever there is a little crisis in the administrative unit as there was in 1981/82 session, this programme is forgotten. Coupled with this, is the fact that most of the new students admitted rarely report to the Institution on the official resumption date and therefore never benefit from the orientation programmes organized for them. Similarly, the number of students admitted yearly has been increasing tremendously since the inception of the University. For instance, in 1962 the students population was 426 but by 1980 it has risen to 9,837. (Balogun, 1981). It is doubtful if the entire freshmen are ever satisfied with just a few days or hours of orientation exercise.

The problems outlined so far and more to be identified in the cause of this product development have created a gap in the sessionally organized orientation programme in this University. Except this gap is breached, the students may not get the desired awareness of their immediate environments. Hence, this project is meant to breach the gap.

1.2 Significance of the Project

The contemporary concerns of education in this country are many and complicated. Significant among these is the well-known fact that there is an increasing number of students intake in our schools and colleges and yet the facilities and fund available do not match this increase. Providing good education for this teaming population without requisite environment therefore becomes a problem.

Similarly, there has been a lot of literature on poor utilisation of most sophisticated media especially in developing countries. Costly Audio-Visual equipments have been found rusting away in most schools due to lack of trained personnels to manage and repair them.(Ike, 1980). Using slide tape programme in this project would prevent teachers from facing similar problems since the manipulation of a slide-tape projector is quite easy comapred to a computer, or a 16mm film projector. Besides, while so many people have protested openly against cuts in educational fund, others (like this writer) have seen the current national economic stringency as a blessing in disguise. This is so because more educational technologists are looking around their environments and are developing ideas into teaching/learning materials, thereby saving more fund for other pressing needs. Moreover, various researches on learning, media and learners' aptitudes have revealed that different students learn differently and at different time/pace. As early as the last decade of 19th century, A writer like Snow had realized the importance of individualized instruction at schools. Some rewrote courses so as to permit learners advance at their own rate of progress, while others came up with various programmes like:-

PLAN - Program Learning According to Needs.

IPI - Individually Prescribed Instruction

IGE - Individually Guided Instruction.
(Duane, 1973)

All these were attempts to provide adequately for individual learning needs. Contemporary media developers are also making efforts at designing delivery systems that will assist teachers in individualizing their instructions and there is such evidence in this project. By this project, the writer has created another avenue whereby all freshmen to the University are equally involved in their orientation to the campus irrespective of when they report to the campus and irrespective of which faculty they belong to. The instructional product developed can therefore serve a dual purpose. It may be used by a teacher-led instructional group or by an individual studying privately in a carrel. The significance of this project in education therefore is in its efficiency - the educational objectives are met with minimum input and maximum output.

1.3 Procedure and Methodology

Choosing an Instructional Development Model:

There are well over sixty (60) Instructional Development (ID) models so far built for the design of instructions according to the available literature on instructional development models. Chosing what ID system to use in this project has not presented much of a problem though. This is so due to the various comparative studies done in this area.

When Harold Stolovitch (1977) reviewed the Literature on ID models, he did a comparative analysis of about a dozen of them too. In his conclusions, he mentioned that most of the existing ID models have the same set up, that is:- "ANALYSIS - DESIGN - EVALUATION" kind of sequence, A-D-E for short.

Sivasailam Thiagarajan (1976) in his article, "Help, I am trapped inside an ID model! Alternatives to the systems approach," refered to in Instructional Development Project Guide Book, also warned instructional developers against spending more time in building models instead of designing instruction. To him Stolovitch's conclusions confirmed what he earlier suspected about the existing models. For these two reasons, one of the existing models is merely adopted for use in this production. Several of these models are presented in tabular or pictorial form but they consist of three major stages or sequences, analyse, design and evaluate.

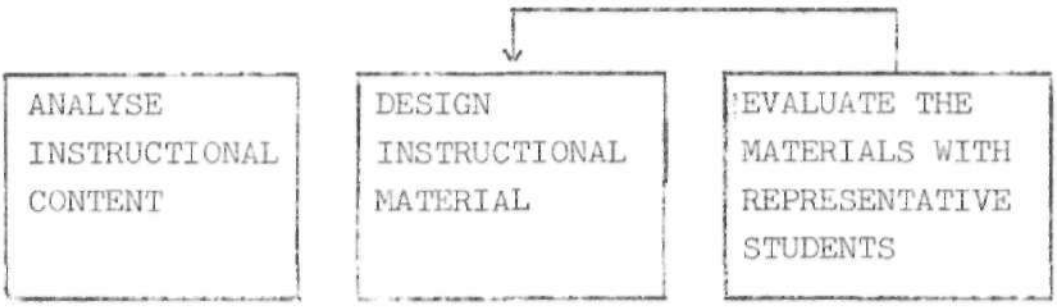

Figure I: A-D-E model (Baker & Schutz, 1979)

However, there are many variations of the A-D-E model. In the A-D-E model mostly used by subject-matter experts the instructional material is first designed, then evaluation is carried out with representative students and this step may be reverted to re-designing of the material or the content would be analyzed together with the effects of the materials, and its objectives would then be derived. This variation of the A-D-E model is more of an up-hill type of task for developing any instruction economically.

For this production, the classical A-D-E model is used with all the three phases of its process. Phase I of the process (the Analysis) to a large extent dictated the nature of Phase II (the design), and the final phase (Evaluation) is based on the effect of the design on the learners.

There are differences also in the steps each ID model has, the terminologies used in these models also differ. For instance in some models the term "lesson plan" is used while "modules" is used in others. Or some models use "developmental testing" while others refer to this step as the "formative evaluation" stage, but in essence, it is the same activity that is being carried out.

Also, some ID models developed differ from each other in the areas or steps where greater emphasis are laid. In some models, the developer lays greater emphasis on the "Analysis Stage" while in others the emphasis is on the "Evaluation Stage.". However, if these surface differences are overlooked then all existing ID models are about the same, giving the same end results.

That is:-

- A set of Instructional Objectives,
- An Instructional Material, and
- Some data on the materials effectiveness.

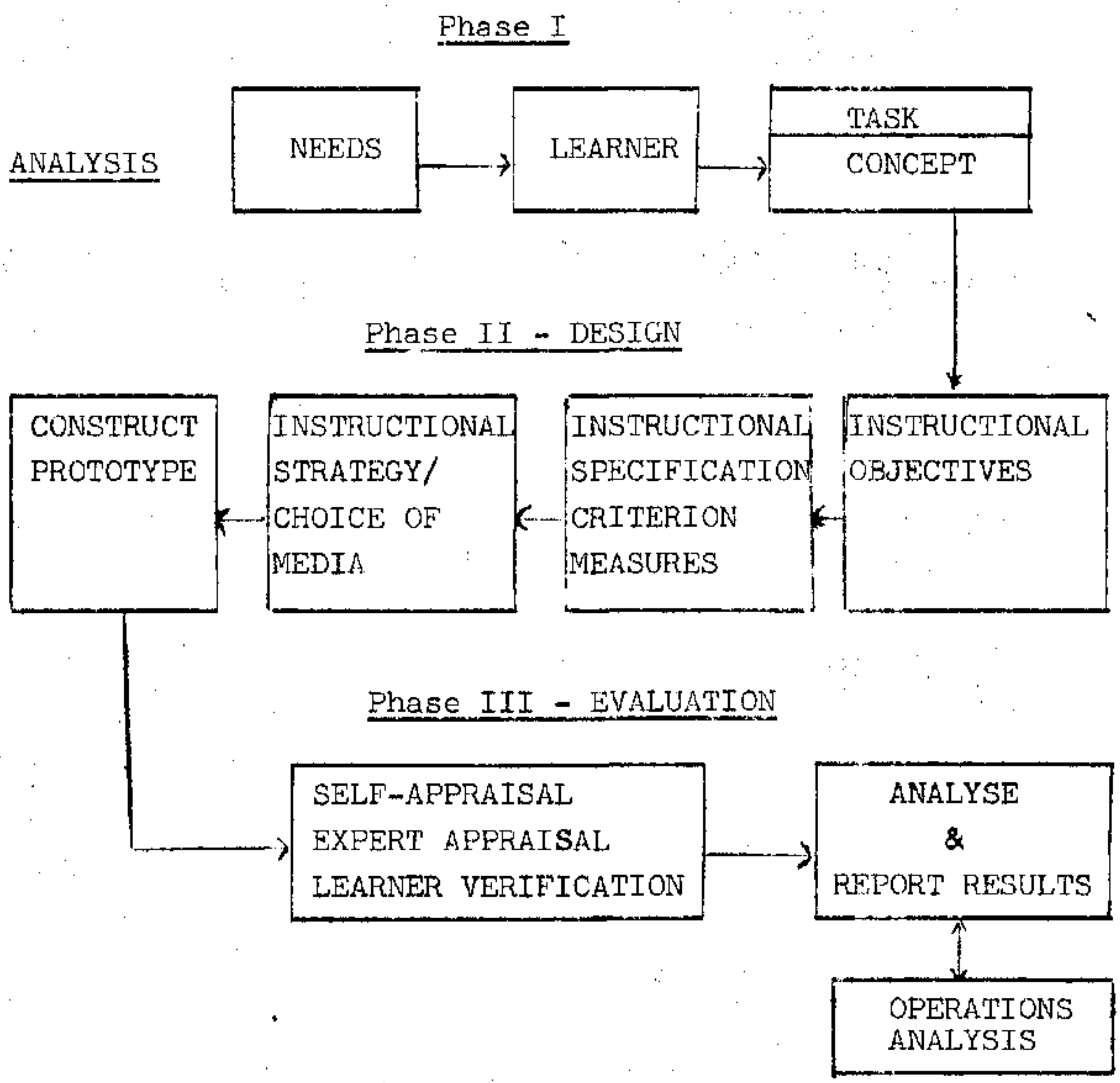

Figure 2: Fourteen Steps in ID process adapted from Instructional Development Project Guide Book, 2nd ed. Indiana University, 1977.

From what have been reviewed so far, it is obvious that a typical instructional product development effort follows a cyclical trial - revision pattern that goes on until defined performance criteria are attained, this also, is the procedure this writer intends to adopt here. But, all efforts are user-oriented, without which the innovative end product will have little instructional utility. Hence, the writer's emphasis in this process is on the Phase I activities, that is: the Analysis Stage.

The writer's assumption here is that:

- If the need assessment is systematically carried out,
- the target audience intimately analysed, and
- the concept effectively defined then the product will eventually be useful?

1.4 Methods of Presentation

The concept developed in this project is presented to the target audience using some (85) 2"x2" colour slides. The slide sequences also have a sound accompaniment consisting of soft music, cuetone to the visuals and narration that explains the Visuals as they appear on the screen. The duration of the sound is twenty five minutes. It is the combination of these visual stimuli with the audio stimulus that have made this medium (slide-tape programme) a very forceful one in this instructional situation because one stimulus is seen reinforcing the other.

Contemporary researches have confirmed that people learn better when they teach themselves and that they learn faster when they interact with other features of their environment. (Romiszowski, 1982). The writer therefore is capitalizing on these 1982 findings by exposing her learners to the slide sequences, the recorded programme together with its manual.

The users can therefore arrange the slides series themselves and have them projected on the screen while they listen to the sound accompaniment. (See chapter three: Step 4 Task Analysis). They could do this individually in provate carrels or in small groups of 15 - 25 learners led by a teacher. This latter arrangement, it is believed could generate some useful discussion among the learners. It is therefore obvious that this instructional product is meant to serve a dual purpose -

- it is to be used by a teacher-led instructional group, and
- by any individual studying privately in a carrel.

Irrespective of the method of presentation employed, it is highly recommended that all users of this product endeavour to read through Chapter 3 of this manual and take a study trip round the main campus of the University at the end of this programme. Besides, this instructional package could be used over and over again, as often as each learner feels the need to.

(See Chapter three: Step 8)

1.5 Scope and Limitation

This project is an instructional programme depicting the physical learning environments of Ahmadu Bello University, Zaria. The University is quite a big one in size and has three campuses in Zaria town alone namely:-

- The Main Campus of the University at Samaru,
- The Institute of Administration at Kongo Campus,
- and The Teaching Hospital at Tudun Wada.

This project deals solely with the main campus situated at Samaru village. In it, a survey of the physical learning environments of the main campus is carried out, and the final instructional package is such that appeals to users even outside an instructional situation.

About 80% of the student population in this institution do spend sometime in the main campus first before moving to their respective schools (for those whose schools/faculties are outside the main campus). For this reason, the scope of this product is narrowed to just the main campus at Samaru village. It is essential to concentrate efforts on a product that will serve majority of the students.

CHAPTER TWO

REVIEW OF PREVIOUS STUDIES ON INSTRUCTIONAL MEDIA

Most educators are no more in doubt as to what those instructional media often labelled "audio-visual" can do to learners. It is however, expedient to briefly outline some of the specific ways in which these sets of media influence the learners.

- They attract and hold their attention despite all other competitive stimuli in their environment.
- They aid retention of information and visual images.
- They assist them in forming correct images.
- They also assist them in understanding proper relationships of component parts. (Erickson, 1972)

It could therefore, be said that these media have a wide range of application, extending from the development of a factual memory to the recognition of images that are projected on the screen for some minutes. In general, they serve to inspire action in learners, create desirable attitudes, hasten the development of skills, orient people to new situations and assist in explaining how a lot of things work. This review deals solely with projected audio-visual materials used in the learning/teaching situation.

2.1 Research on Projected Motion Pictures

Paul Saettler (1968) in his book, "A history of Instructional Technology," looked at the early instructional film research prior to 1934. He maintained that the first large scale instructional film research was undertaken in 1919 by the USA inter-departmental social hygiene board to the psychological laboratory of Johns Hopkins University. It was "for the purpose of assisting the laboratory in investigating the informational and educative effect upon the public of certain motion pictures used in various campaigns for the control, repression and elimination of veneral diseases." The result was that the film was found to be effective in disseminating information on veneral diseases, but these researchers also indicated that a simple film may not be effective in bringing about any basic change in attitudes or behaviour. Moreover, Lashley and Wastson (1978) observed that learning from films varies in amount with audience characteristics. This observation has only recently come to be appreciated. A lot of findings have revealed that most film makers live under the assumption that they are enormously sensitive to their audiences' needs, likes and dislikes. As a result, they feel whatever they produced will be just right for their audience, they may be right but such film makers are rare to come by.

A case study of Nebraska film programme was also reviewed. This was a programme of educational enrichment through the use of motion pictures. It was sponsored by the Carnegie Corporation and the motion picture Association of America through Teaching film custodians. Nebraska's educational leaders had long recognized the educational deficiencies of their "small high schools" located in villages and towns throughout the state. They were aware that their schools were hampered by poor or non-existent library facilities, inadequate laboratories, and in some cases inadequately prepared teachers. With their experiences of the world war educational programmes of the Armed Forces, these educational leaders were convinced that film could prove useful in helping to solve some of these problems. After all necessary preparation and studies, the program was used on public school children in "grades 9 - 12," and, 70 schools in all were used for the experiment. The design of the study called for the use of standardized achievement tests and film tests together with intelligent test.

The final result of the study indicated that the experimental groups generally learned subject matter from the films that they would not have learned otherwise. The result also indicated that bright students benefited more from such films in terms of actual learning, hence the gap between the bright and brighter students was still there unbridged.

There was yet another article by Hartman, Frank (1961) in the A/V Communication Review, in it attention is paid to the production of 8-mm silent film and super 8-mm films. He reviewed the literature of developments in this area up to 1961 and came up with some interesting findings. He maintained that the meaning of a visual message is often ambiguous and subject to personal interpretation and therefore, suggested that the use of words to direct learners' attention was essential.

In 1973, William Allen carried out some research on this area too. His findings supported earlier works and extend works on programmed instruction, television as well as on other motion pictures. In his conclusion, he maintained that active student response and participation was of great help to learning. For, when a student participated frequently by responding actively to some stimuli, his learning of the materials would be increased. Also that instructional content may be more completely learned if it is presented to the learner two or more times, in identical or varied forms.

Barely a year after, in 1974, Allen in another article, "Intellectual Abilities and Instructional Media Design," made some recommendations after research findings on what could be done between the intellectual abilities of learners and the ways instructional media could be designed to suit them. He came up with a generalized statement that can assist a producer in designing A/V materials to serve the intellectual abilities of each of the three groups of learners better - that is, the low, average and high mental abilities. This classification is of particular interest to designers in that there is an increasing attention being given to individualized learning programmes lately.

So far, all the summaries reported deal with "Audio Visual" materials in general and sound/ silent motion pictures specifically. But between 1946 and 1954, a series of experimental studies concerning the problems in production and utilization of educational films were carried out One such study was the one conducted under the Yale Motion Picture Research Project by May and

Lumsdaine in their work titled: "Learning from Films". In this report, they came up with the conclusion that a crude pictorial presentation whether it is that of pencil sketches of visuals may be at least equal in effectiveness to a polished colour film.

Hence, they felt that the time and effort used in such film production could equally have been diverted to the production of other instructional media. To them, it is not the medium which is the answer to educational ills but how it is used and on whom.

2.2 Research on Slide Tape Programmes

Going by the classification of media by Schramm, the visuals under this group would largely be those in the "first" to part of "third generation media", and slide-tape programmes more than any type of projected still pictures would feature prominently here.

Edgar Dale (1969) in his book, Audio-Visual Method in Teaching, also classified still pictures into non-projected and projected pictures. Under projected visuals he mentioned photographs or illustrations for opaque projector, filmstrips, micro-projection, slides and overhead transparencies.

He also outlined the advantages and the disadvantages of using these projected pictures for educational purposes. One of such limitations he mentioned was that dark room though alright for viewing the picture, was a hindrance to note taking during the presentation. He however, went on to say that this can be nullified by projecting fewer pictures at a time so as to instensify the observations by individual students, and allot more time for questions and discussions. For aesthetic and motivational reasons, he encouraged the use of colour in slides production, and suggested some guides on proper screen positioning during projection, like placing of screen above viewers head.

Tape-slide presentation is quite extensively researched into and from findings one could say that slide package is one of the most widely used projected materials in today's educational situation and its use is unlimited by subject content. Incidentally, but for some notable exceptions, instructional midia research prior to 1950, was characterised by a pre-occupation of what Lumsdaine in (1963) called "Evaluative Comparions," and this hindered the initial desire to use this medium frequently.

One medium was often compared against another and the usual conclusion then was that there was no significant difference in learning between these media studies. But after the second world war, a transitional period came and the military force took the lead. With this, old values of research were being investigated.

There have been several reports as to the effectiveness of slide tape or audio-tape programmes in instruction. They have great teaching potential especially with adult, well motivated learners, on the basis of testing and student/teacher attitudes. Evidence includes studies of researchers like Harden et. al. (1968), Dunn et. al. (1970), Elton et. al. (1971), Hills (1974) and many others. In 1974, De Winter Hebron found tape-slide instruction, more successful in increasing student's confidence in library use, and little different for information retention from the orthodox lectures.

Also in a pilot test, Clarke (1975) examined both the feasibility of individual self-instruction with audio tape as an alterantive to class instruction, and the instructional material itself. Immediate post-tests showed no significantly higher gains for the self-instructed group, though the mean gains scores of the class-instructed group showed a significant reduction in the long term post-test. Questionnaire replies showed that students on the whole favoured the audio-tape techniques but would have preferred it with a visual support.

Similarly, Philips et. al. (1975) while comparing tape slide and lecture methods in teaching Opthalmology found no significant differences between the methods in examination results. But tape-slide was found to be time consuming in preparation though consistently high standard, easy to present and repeat, and above all useful for revision.

Chris Hawthorne later on in 1979 affirmed what May and Lumsdaine had observed between 1946 and 1954. In his article, "Why Tape Slide?", he saw tape slide programmes as being easier and cheaper to produce than instructional films for instance, and discussed his reasons for using them personally. According to Hawthorne, he was asked to start a film course in his school and for four years he only succeeded in producing silent motion films. This was because he lacked the necessary equipment to synchronize sound into the film hence he ended up with silent movie. Coupled with this was the poor picture quality of the 8-mm films he used. Before then, he had realized that his pupils were not adequately served with the general televised programmes either. Besides, most countries that have committed themselves to using television for educational purposes had done so by 1970. The initial euphoria and enthusiasm then started to wear off. Most projects particularly the bigger and more publicised projects like those in Samoa and El-Salvador were put under close scrutiny and their weaknesses highlighted. The early assumption that T.V. by itself could be the main agent for producing educational change was by this time reverted. It became abundantly clear that where T.V. was not fully related or integrated with the educational and communication fabric of the society of its users. it was not likely to be effective: coupled with the poor circulation of the programmes in some areas.

With the wearing off of the initial enthusiasm about educational films, and educational television programmes in classroom situations, slide tape programmes resurfaced and educationists tend to see it as a new medium all over.
In 1979, Evans further sought for ways of exploiting the potentialities of slide tape production. He presented some randomly selected children with the completed slide production and they were to produce the tape to go with it. Initially, they had no idea on how to begin, no thought was given to the "planning" and "organizing". Eventually,

with the researcher's help the children were able to draw up a storyboard consisting of some 23 squares. The assumption here was that a large number of the pupils pass through school without ever learning to take notes efficiently. Unable to read selectively and to summarise the given information, most of the pupils often resort to copying verbatim from their textbooks.

2.3 A Wholistic Picture of the Review

From what have been reviewed, it is obvious that much research has been conducted on "Audio-Visual" materials in instructional situations, certainly only a very small percentage has been looked into here. The writer has reviewed materials relating to both slides tape, sound/ silent educational films knowing fully well that they are not the same in format and she has briefly looked into the present state of television in instruction.

On the whole, the research findings have not mentioned any sophisticated medium which has superiority over the simpler ones. Instructional value of specific medium like the educational film are also exploited. Due to some financial problems resulting in lack of necessary equipment to synchronize sound into locally produced educational films, some media designers have opted for the tape-slide instructional packages. A large part of these studies deal with steps in the production and utilization practices of the slide, tape packages. From all the findings, it is clear that it is not the medium used that matters but how it is used, on whom it is used, and for what end.

Educational films can be profitable to the very bright students but the pace will be too fast for the slow learners as the Nebraska's experiment did portray. Evidence suggests that low ability learners benefit a lot from being asked to make some overt responses during the lecture or presentation of instructional materials and after the presentation. Hence, ways should be evolved whereby the entire learners are adequately catered for at any instructional situation.

Similarly; since there should be no ambiquity in educational Visual message, cine films by themselves may not serve all the learners except when they are used for a special design. In such a case remedial material should be at hand in case it is needed to supplement the instruction. There should be a narration to direct the learners' attention and this should be clearly recorded. With slides tape presentation "sound" is achieved in a variety of ways, it is either cuetone, a producer's narration, an interview or some realistic sounds effect from the background.

Finally, each medium should be adopted by the user or designer to meet his learners' needs and this is what the designer of this instructional package has done. Before this can be successfully done the designer needs to analyse both his audience and his course content well. For these reasons, more and more people prefer to produce their instructional materials locally so as to meet their individual learners' needs.

CHAPTER THREE

STEPS IN INSTRUCTIONAL DEVELOPMENT

STEP 1 Need Analysis

Analysing the need means identifying a problem, and until there is a sound justification for this product it is needless proceeding after this step, else, one will merely develop a product with no user. Recent writings treating the topic of needs analysis have defined a need as a discrepancy or gap between the way things "are" and the way things "ought to be." (Burton & Merrill, 1977).

From the various attempts at orienting new students to this University campus, it seems obvious that every member of the University community appreciates the need for freshmen to be well acquainted with their environment. But a comparism of the status quo at the campus to the ideal situation which is desirous has revealed a gap which must be filled. A visit to Ahmadu Bello University at the onset of a new session often reveals that:-

- Precious time is wasted by students in either. locating essential learning areas or never finding them at all,
- Some are too exhausted for any meaningful work at the end of the day after long wasted walks

round the campus and,

- At its extreme, some inexperienced ones get easily discouraged and eventually drop out from the University thereby wasting away their talents.

From all indications so far, there is need to conquer one's environment before effective use of the facilities provided in it can be made.

STEPS IN ASSESSING THE NEED FOR THIS PRODUCT

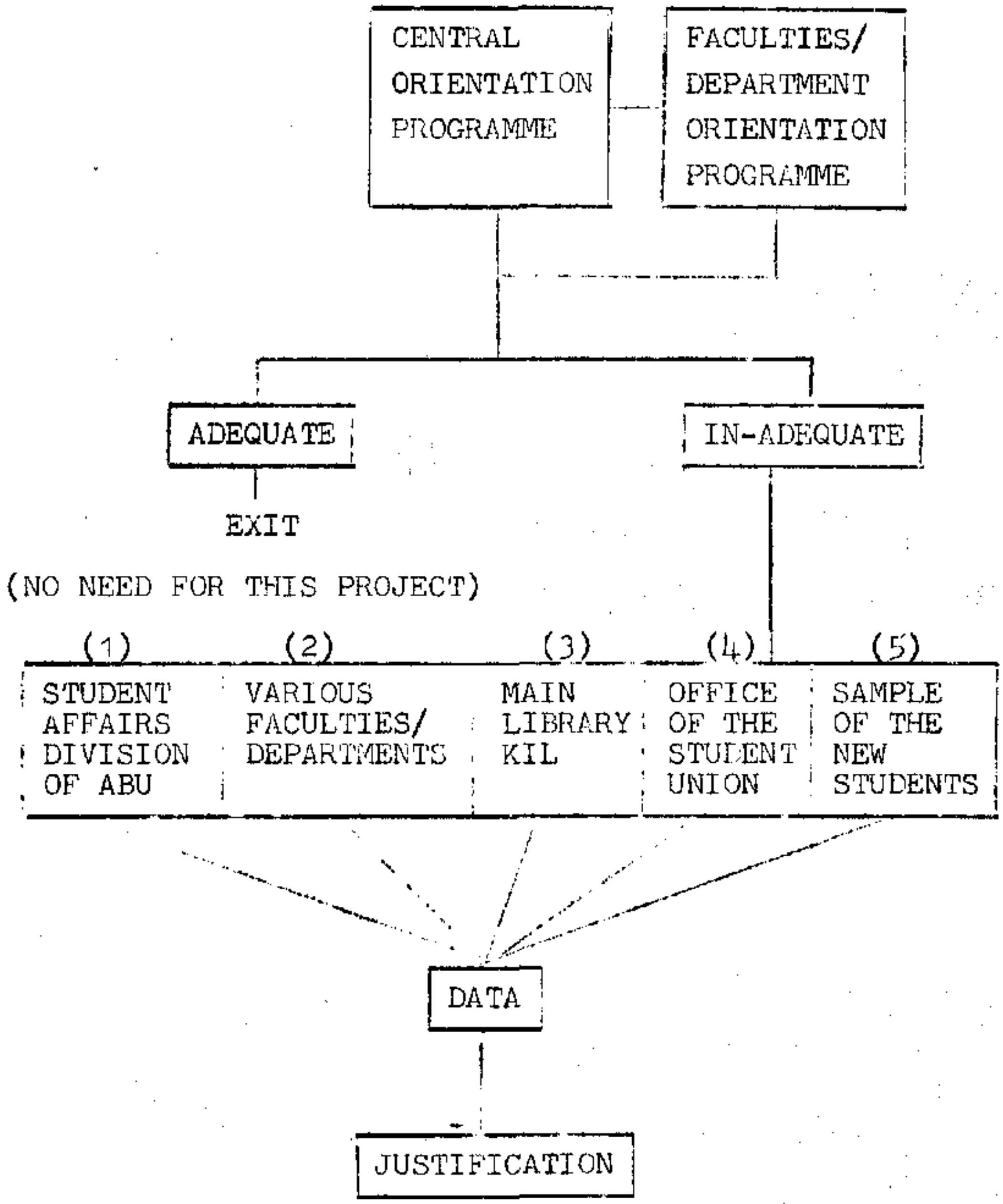

Figure 3: Need Assessment Steps adapted from Oluyitan's Project J637, 1977.

To justify the need for this project, it was necessary to examine the content of the central orientation programme for the freshmen. Had this been adequate and proved that the new students were given enough information and guidance to make them sufficiently aware of their environment and the facilities provided therein, then this project could have been halted at this stage. But the content of the programme proved inadequate or non-existent.

The entire freshmen are not given equal opportunity in the programme because majority of them report to the campus weeks after the resumption date while the exercise is usually conducted in the first two weeks of the opening. Further investigations revealed that since 1978 when JAMB started to control the admission exercise into Nigerian Universities, the Student Affairs division of the University ceased to conduct any central orientation programme for its freshmen. However, the Students Affairs Officer is sometimes invited by some faculties to speak to their students. (Interview with Mallam Mani, 1982).

It has become the duty of each Faculty/ Department to conduct its new students round the campus and its environs. An interview with the organisers of the orientation programme confirmed there was a gap in operation but there was nobody as yet taking care of the existing problem. (Interview with Student Affairs Officer, Information Officer Kashim Ibrahim Library, Secretaries to Deans of FASS, Faculty of Science, and Faculty of Education).

Next, the secretaries to the Deans of the various faculties were interviewed, and some indicated that their Deans merely talk to the new students in the faculty for a few hours, as it is obtained in the Faculty of Sciences, and Faculty of Arts and Social Studies. While some faculties like the Faculty of Education actually did organize 3 days orientation exercise for the new entrants of 80/81 session. But since then nothing as elaborate has been arranged. (Interview with Dr. Vendiano). This information has revealed that the entire freshmen are not equally oriented; some are conducted round the campus while others are merely talked to. When attention of the present Student Affairs Officer, Mallam Mairiga Mani was drawn to this disparity in operation he put up a "laisser - faire" attitude because to him there was nothing his office could do since the current admission body (JAMB) is always late in releasing admission results and does this at various time too.

Mallam Bashiru Balarabe, the officer in charge of the information unit in Kashim Ibrahim Library (the Institution's main Library) was also interviewed on what his office does to orient new students to the campus. It was gathered that the KIL staff only take students around the main Library when the various faculties/departmental heads send their students to them. Again there is a gap in operation here for it was also discovered that very few departmental heads do send their freshmen to KIL for orientation.

From the office of the student union, it was gathered that the new executives are rarely settled enough to organize any orientation programme for the freshman. A random sample of the students were also interviewed. /The sample comprised of - 5 post graduate students who had their first degree elsewhere,

- 10 first year students in ED 103 class &
- 10 students from the School of Basic Studies.

(Though findings made based on this sample may seem invalid due to the small percentage of the student population interviewed, yet it is a good indication that all freshmen to the institution are not adequately aware of their environment.)7 Their opinion about this project was a positive one. They all felt excited over an instructional material that they could use at their spare time and pace to learn more about the main campus.

The above information therefore have justified the need for the production of an instructional material to fill the existing gap in the orientation programme.

STEP 2 - Learner Analysis

The target audience for this product are the freshmen to the university. This comprises the graduate students from other universities, the NCE graduands, the HSC and WASC holders, Diploma students, and new staff of the University. With emphasis in contemporary education moving from the teacher to the students, these learners are the main focus of this project hence, they have to be well analyzed.

They all come from schools where English Language was the medium of instruction and they must have reached a certain reading/speaking standard in the language before being admitted into the University. Hence, the language standard of this project is within their comprehension. As a break from the specialized scholarly style of language they are often used to, the style of language used in the project is conversational, From the basic entry requirements into this University, it is obvious that these students have the capacity to learn but learners with average and high mental abilities have been identified among this group for attention. With these two classes of learners in the audience, the content to be learned are to be presented in a pace adequate for their mental processing of the information. Naturally, this group of learners do differ in their learning styles. Some are "field dependent" while others may be "field independent". It is assumed here that the field independent learners among them would perceive the instruction analytically and may solve critical problems easily at the end of the presentation. This group of learners would likely show greater interest in the more impersonal, abstract aspects of their surroundings, hence this instructional material is accordingly designed so as to make their learning challenging enough. There is provision for the "field dependent" learners in the group to be adequately guided so long as their instructors make good use of this manual. It is hoped that the instructional kit will create variety from the traditional lecture methods the students are used to. Secondly, as long as this instructional format is a departure from their textbooks the learners' attitudes to the kit are highly positive. They may not all be able to handle slide projectors properly especially those learners fresh from grammar schools, but they would be guided to by their instructors or technicians.

A good number of them pass through schools with limited learning facilities. Others who may have attended well equiped and properly designed post primary institutions before being admitted here still need to be guided on to more challenging learning materials as are presented by this kit. Generally, they should all be familiar with good physical environments that are conducive to learning, but may not be aware of the facilities provided therein here. Hence, the designer does'nt anticipate any major misconceptions among them in this subject area.

STEP 3 - Concept Analysis

"A concept is a capability that makes it possible for an individual to identify a stimulus as a member of a class having some characteristic in common, though such stiumuli may otherwise differ from each other markedly". (Gagne, & Briggs, 1977). The concepts to be considered in this production are what may be referred to as "defined concepts," and these are "Physical Learning Environments" of ABU Main Campus.

Definition of the concepts -

Learning refers to the act of gaining knowledge or skill through studies, observations or experiences in such a way as to form a desired attitude or habit; and physical environment refers to our physical surroundings - including everything which is outside us. These concepts are so important to modern ideas on teaching/learning stituations. Educators have come to the realization that most students learn from various sources and not only from the teacher. They learn a lot from their environment too. Since the interactions between the individual and the environment are so subtle and unobstrucsive, their educative effects are often overlooked and the possibilities of influencing our environment as part of formal education is not fully realised.

This target audience is likely to use these concepts in the following context:-

- Within the University campus.
- Throughout their life span in communication.

Some positive examples of these concepts that share the same characteristics with them are

- Water

- Vegetation
- Animals
- Buildings
- Air

Heredity would be seen as the only negative example of the concept which learners are likely to come in contact with. To characterize, describe, or define a physical learning environment one could use these attributes:-

- A comfortable hostel to retire to after a hard days work.
- Fresh water and air for Health and strength.
- Clean eating houses.
- A conducive place of worship for spiritual growth.
- Conducive reading/study rooms and learning materials.

A joint characteristic to identify all critical attributes of the concept in the context while eliminating the irrelevant attribute therefore could be in seeing our physical learning environment as everything which is outside our learners but which encourages them to make effective use of the physical facilities around them for learning and habit formation.

However, from this analysis only the positive examples or critical attributes of the concepts are included in the instructional material, and these are what the learners should be aware of.

STEP 4 - Task Analysis

Identification of individual tasks is essential in projects where people work in a team, but this project is not a team work yet task analysis is still essential at the utility level. Task analysis is the first step in the 'Design Phase' of the process, and Design begins with a consideration of instructional objectives - that is both the enabling and the terminal objectives. It is however, the terminal or target objectives that are subject to this analysis.

According to Gagne (1977) three kinds of task analysis could be carried out, that is

- The information processing analysis
- The learning task analysis, and
- The task classification.

For this project the task classification type of analysis is used. This is done so that the target objectives may be classified into one or more of the varieties of learning and a good indication given for the necessary conditons for the learning described.

This classification is undetaken with the understanding that this instructional product is to be both self-instructional and also used for teacher - led instruction. For with this classification the instructor using this medium would be in position to differentiate easy tasks from difficult ones that need greater attention in handling.

	ACTS	TYPES OF PERFORMANCE	LEVEL OF LEARNING DIFFICULTY
1.	After the first lecture, students are directed to the media shelf so as to pick out the slide tape sequence on physical learning environment.	Manipulation and Recall	A fairly difficult task
2.	The slide-tape programme is picked out and a learner moves to a private viewing carrel.	Discrimination and Manipulation	A fairly difficult task.
3.	Check for the electrical socket on the wall.	Recall	An easy task.
4.	Set up a slide projector.	Manipulation and problem solving.	A very difficult task.

5.	Arrange the slides sequences in a slide tray or carrier.	Manipulation and problem solving.	A fairly difficult task.
6.	Focus the projector onto a screen and test the Visuals	Discrimi-nation	A mode-rately difficult task.
7.	Slot the tape into a cassettee player or into a tape chamber of the projector.	Manipulation	An easy task.
8.	Test the sound from tape and make sure that the cuetones/ narration synchro-nizes with the Visuals on the screen.	Discrimina-tion	A fairly difficult task.
9.	Adjust the volume and put on the earphones.	Discrimina-tion and Manipulation.	A fairly difficult task.
10.	View the slides and listen to the narration first time through.	Manipulation	A fairly difficult task.
11.	Run through the series a second time, regulating the pace to suit individual user	Manipulation	A fairly difficult task.

12.	Cast back your mind to all that you have seen since your arrival at the campus and see if you have come across any of the facilities mentioned in the programme.	Recall	A fairly difficult task
13.	Attempt the reco-mmended activities at the end of this second viewing.	Problem solving and Manipulation	A very difficult task.
14.	Plan a walk round the campus using information from this instructional kit as guides to identify the facili-ties mentioned.	Recall and Discrimina-tion	A fairly difficult task.

STEP 5 - Instructional Objections in Behavioural Terms

Preparing instructional objectives is an essential step in the design. It is here the instructor decides on what he wants to teach his learners or what they should learn and determines the criteria for evaluation. In view of the dual purpose of this instructional material, the two most important types of objectives for instruction are considered here, and these are:-

(a) The informational objectives that are often used by instructional designers to communicate their intentions to others, and

(b) Planning Objectives which are critical to the entire instructional process. (see Steps 6 & 7)

Informational Objectives:

(a) i. The learners will be able to identify the correct section in a media center where they can find this instructional kit.

ii. The learners will be able to set up a slide-tape projector and preview the instructional material.

iii. The learners will be able to name all the physical facilities around them in the main campus and their contributions to learning.

iv. The learners will be able to use effectively, all the physical facilities provided in their learning processes.

STEPS 6 & 7 Instructional Specification and Criterion Measures

Robert Mager (1962) recommended three elements that should be included in behavioural objectives each time an instructional objective is drawn up, and these are:-

- A detailed description of the type of observable behaviour which the learner will employ when he demonstrates mastery of the objective.
- A description of the important conditions under which the learner will demonstrate achievement of the desired objectives.
- And finally the criterion which will be used in evaluating the success of the learner's performance.

Hence, Instructional Specification (IS) in these behavioural objectives are solely for planning and the criterion measures are the guides.

(b) Planning Objections Specified

As had been mentioned, one of the problems faced by the freshmen into this institution is that of insufficient orientation to their environment. Hence, a successful learner will be expected to do as the result of this module the following:-

(b) i. - After viewing the slides series twice, the learners will be able to outline the types of environment they considered conducive to learning.

ii. - In a 20 minutes Quiz at the end of the presentation, the learners will be able to - name at least ten (10) physical facilities in their surroundings.

- The learners will also be able to bring out the various contributions these facilities can make to learning.

- Describe the specific environment where each of these ten (10) facilities may be found in the campus.

- Outline their instructors' roles in such learning environments.

<u>The domain of the objectives</u>

Most of the instructional objectives in this module are in two domains. Where the learner is expected to "Outline, name, and describe", the physical learning facilities and the activities could be both in the cognitive as well as in the psyschomotor domains.

But to demonstrate mastery in those instructional objectives where the learner is expected to "identify" each facility and its environment during a field trip, their activities could be grouped solely under the psychomotor domain. The cognitive comprehension of the concepts in this module should be demonstrated in the learners' correct response to various mastery items built into the instructional sequences and at the end of the instructional objectives.

STEP 8: Instructional Strategy

The intended strategy for this project is a detailed blueprint for slide-tape sequences. These slide series are meant to be projected on the screen for either group viewing led by an instructor or individual viewing in a private viewing carrel.

This strategy could be supplemented by a planned field trip round the main campus. There are some prerequisite skills that the learners must possess so that this instructional sequence may be effectively utilized, these include:-

- ability to read and write in English.
- ability to understand everyday spoken English, and
- for those learners who will view these slide series in their private viewing carrels, they need to be able to operate correctly the slide (tape) projector and or the cassette player. Since most of the

learners in the target audience have limited knowledge of the working of a slide tape projector, the initial strategy could be to view the slide series first in a group led by an instructor. This may be followed by distributing handouts where "Guides on using a slide tape projector" are outlined for individual use later on.

STEP 9 Format Design

The design for this project is presented on a story board. The plan is divided into two (2) parts with the left part carrying visual information.

All the common camera shots are skillfully employed in the production of these slide sequences. That is, the camera angles of objective, subjective, high and low-angles. It is expedient to emphasize here that in most filming the camera is in the position of the observer's eyes and the subjects or actors are shot unaware. This is what is often referred to as the objective camera position. But when the camera takes the positon of the subject's eyes so that it sees the object just as the subject sees it, or the subject may even look directly into the camera's lense, then the camera is assuming a subjective position. While is some instances, the cameraman shoots over the subjects shoulder with the camera at a high angle.(Kemp, 1980).

Also, a narration supplementing what is seen on the screen is written out on the right part of the plan or story-board.

STEP 10 Choice of Media

Media selection is an essential decision in instructional design because there are many choices of media to deliver a single message. Hence, there are some factors to be considered whenever media selection is discussed and these are:-

- task variables
- learner variables
- the assumed learning environment
- the economy and culture of the users
- the practical factors.

For this product the type of stimuli the learners are expected to interact with are still-pictures, spoken words and printed words. For these stimuli the appropriate media could range from handouts to posters thus:-

	Types of Stimuli	Media Options
1.	Printed words	Books, programmed instruction; handouts; charts; slide projectors; posters; chalk-board; check lists.
2.	Spoken words	Teacher; tape recording.
3.	Still pictures and spoken words.	Slide tapes; voice slide; lecture with posters.

4.	Motion, spoken words and other sounds	Motion pictures; television live demonstration.
5.	Pictorial portrayal of theoretical concepts.	Animated motion pictures; puppets and props.

(Adapted from Gagne & Briggs, 1979).

Using the above chart, media in groups 1 - 3 are all good options for this product.

In consideration of the learners who will use this instructional kit, there is also need to try and match the learner with the medium he uses. Lately, a research on "the trait treatment interaction problem" has been carried out. The researchers like Cronbach & Snow (1977) attempted to explore the possibility of producing a practical guide to aid a designer during this matching of media to learners sessions. Many educators are of the opinion that different learners due to their individualistic learning styles could learn better from media that match their styles. Though these learning styles are not specifically known, some crude indicators like the age of the learners could be used and this is used here. Looking at Edgar Dale's "cone of experience," where he listed 11 categories of media in an age-related sort of manner, one would realize that the more the cone is approached at the apex, the more sophisticated the learners should be. (See Fig. 4) Hence, since the target audience in this project are slightly sophisticated, (by this it means; they can comprehend information presented in abstract form due to their previous experiences), it is believed that a medium using still pictures and some sound recordings would present an efficient methods for these learners.

Another important reason which prompted the decision to use this medium is in the nature of the concept to be considered, population of the learners to be provided for, the availability of the media equipment and the limited skill needed in operating the equipment. Slide-tape programmes could serve these learners in small study groups or individually, and the concept could be well treated using this medium.

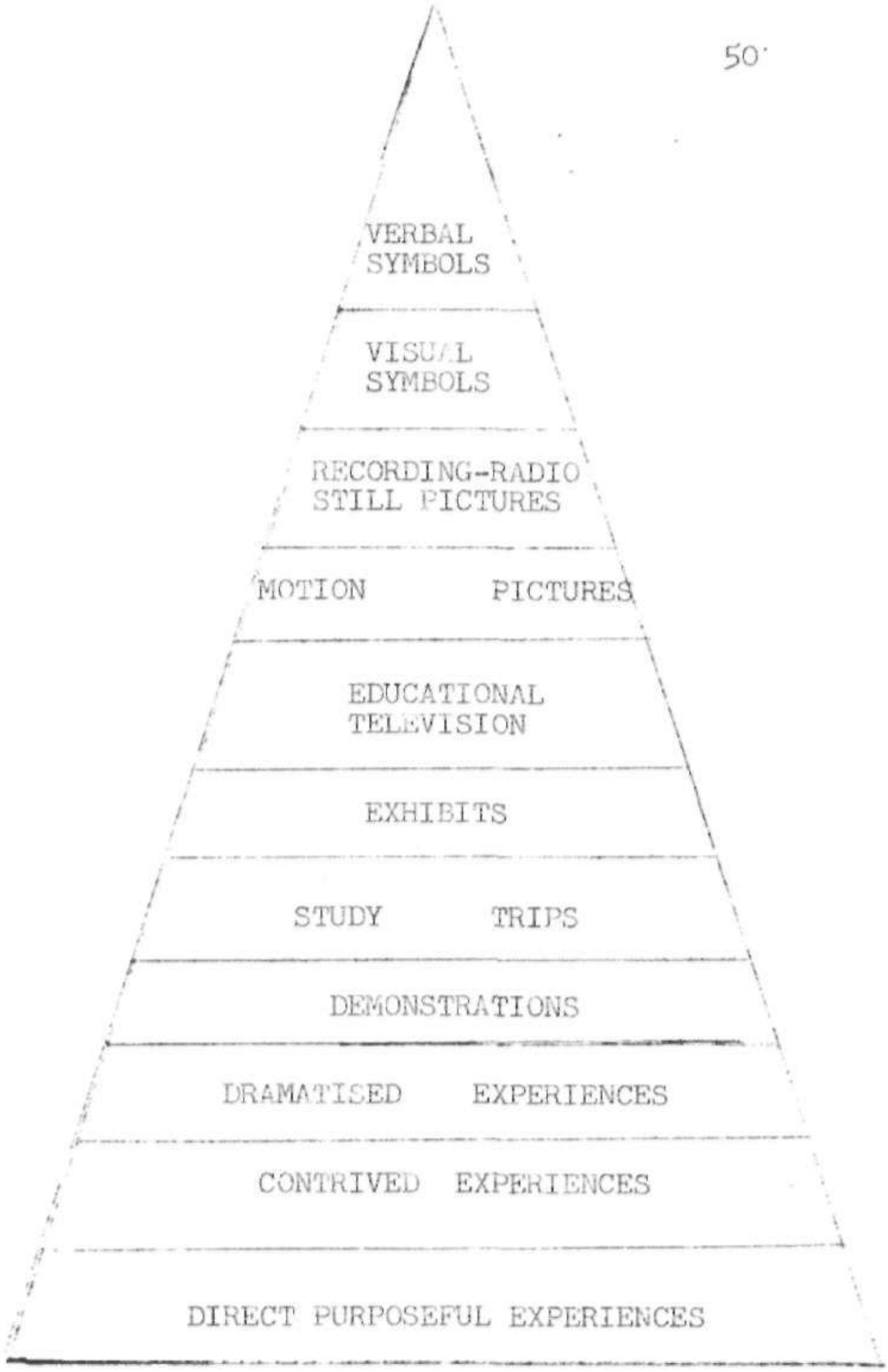

Fig. 4 THE CONE OF EXPERIENCE by Edgar Dale (1969)

Besides, there is no point in acquiring any sophisticated equipment when there is no trained technician to man it. Such equipment would merely be left to rust. The programmes are also designed to meet local needs using materials that are available locally. Besides, slide (tape) projector is within the budget/technological resources available in the main campus of the University.

If one considers the advantages of tape-slide programmes further, one could summarise that:

- they are cheap in terms of both hardward and software,
- they are flexible in use,
- they can be used as often as necessary to suit individual needs or reverse for revision to suit different rates of learning,
- not only do locally produced instructional materials prove often relevant in subject content, individual teachers could nodify their materials to suit needs by producing a new sound track from a master tape or a new tape in another language. An illusion of movement could be achieved if two projectors and some manual or electronic dissolve system are skillfully employed during the

presentation but motion is not very essential in this presentation.

However, this medium has one or two disadvantages and these need consideration too.

- There is one strong disadvantage when the medium is selected for use in rural areas and that is, lack of electricity supply or uncertainty of regular supply. It is hoped that an institution as big as ABU would be centrally or locally electricified and so this limitation could be taken care of.
- Similarly, these slide series could get out of sequence and be projected incorrectly especially as they are designed to be handled individually too. However, the numbering on the slides would prevent such mix up.

STEP 11 Constructing Prototype

The final task in the 'design stage' is to construct a prototype for the purpose of evaluating the instructional programme designed. Planning the prototype test began when the design of the instructional product was prepared.

In the design the prototype test is presented in the form of a story board (See Chapter 4). Here, all aspect of instructional development discussed earlier on are put to use, and the instructional sequences were such that did stand the evaluation of experts (Like Alh. Tanko, Drs. Oluyitan, and Balogun in the field. The sample of the learner population used here were randomly selected and it is hoped that it was a true representative of the entire range of abilities of the learner population. The learners have also been sufficiently oriented to the purposes and nature of the prototype test before they were presented with the instruction.

STEP 12 Evaluation

Evaluation procedures have been going on all along in this design. Evaluation process is said to be in two stages, the formative and summative stages. It was the formative evaluation that produces the feedback which enabled the designer of this kit to improve the product during the development stage.

Summative evaluation refers to the overall final evaluation of this product, and this took place at the end of the production process.

Since this product was designed to breach a gap in learners' needs, it is expedient to evaluate it in the light of this. Various evaluation schematas have been devised for this but they all could be divided into:

(a) Self Evaluation,

(b) Expert Evaluation, and

(c) Learner Varification.

As the designer, major revision is not very essential on my part since I have been criticising this product from the inception of the idea to this final product. But experts (managers of various learning environments surveyed have been interviewed, and instructors in the field have also gone through both the manual and the instructional package: See Chapter 3: Need Analysis and the Approval Sheet).

All the information got from them together with that of the freshmen of this institution whom the instructional kits were first ministered to, have been used to improve the material. (See Evaluation forms under appendix).
From all the steps employed in this production, it is obvious that a cyclical pattern in analysis, design and evaluation were adopted.

The designer wishes to maintain that if this programme achieves its objectives, then our freshmen will in future have something to orient them to the campus irrespective of when they report to the campus and save their precious time from aimless wondering.

CHAPTER FOUR

This chapter deals with the detailed script. This is the full performance tests or instructional model designed to measure learning.

The aim of the writer so far has been that of designing and evaluating learning experiences to suit the target audience analysed in chapter three. Now that the instructional material has been designed, the instructions presented through this medium has to be evaluated, hence, the target learners are given opportunity in this section to interact with the instructional material. At the end of this presentation or interaction, an overall final evaluation of the product would be undertaken because the feedback supplied by the target audience would be constructively used in revising this product.

Before these slide series are viewed it is advisable that learners turn to chapter 3 of this manual and read over the objectives for this presentation. Also, the slides should be changed as the cuetones are heard.

INSTRUCTIONAL MODEL

SLIDE NOS.	VIDEO	AUDIO
1.	CU: A. B. U. Logo	(Fade in) soft music.
2.	CU: CAPTION: Ahmadu Bello University	(Fade under) Soft music. Hello friends, you are warmly welcome to Ahmadu Bello University, Zaria.
3.	LS: Aerial View of A. B. U.	The University was established legally on 4 October, 1962 and named after the first governor of the then Northern Nigeria, Sir Ahmadu Bello - the Sardauna of Sokoto. It is the premier University in the Northern part of Nigeria with three campuses in Zaria alone, and other satalite campuses in various parts of Northern Nigeria.
4.	LS: Samaru sign post	The main campus is at Samaru Village, and it will feature in this programme.

5.	LS: Aerial View of the University	The University though located in a relatively rural surrounding has a wonderful topography.
6.	CAPTION: CU: The physical learning environment A.B.U. Main Campus, Zaria.	Today, the University is endowed with many attractive physical facilities that could improve learning if they are effectively utilized.
7.	LS: University Main Gate.	Two gates can lead you inside the main campus - both into the academic and administrative area of the University. These are: the main gate,
8.	LS: The North Gate	- and the North gate.
9.	MS: The Main Gate	Come with me for an educational tour of this University, it will do you good. Friends, let's all be together at the

		main gate. You can take a lift in the blue car or follow that lady, we are all going the same direction.
10.	MS: The Post Office	On approaching the main gate, a post office on our left handside reminds us of the need to inform our relations about our safe arrival here.
11.	LS: The Campus . Mosque	On entering the gate, a round top building on our right handside reminds us of Mecca. It is the campus mosque where the moslems say their prayers.
12.	LS: Aerial View of Amina Hall.	Just after this mosque is the only hall of residence solely for the ladies, (the Amina Hall).
13.	LS: Suleiman Hall	A few poles from the ladies hall is a similar building

		housing the male counter-parts - this is the Suleiman Hall. Other halls of residence for men are evenly distributed all over the campus, and each of these halls has a dining hall attached to it.
14.	MS: Dan Fodio Hall	To the West of the campus is Dan Fadio Hall which is often occupied by the Veterinary/human medicine students. To the North is the Ramat hall, to the East is the Akenzue hall presently occupied by both male and female students. There is also Ribadu hall almost opposite Suleiman hall.
15.	LS: The Campus Chapel	Between Amina and Suleiman halls one finds the campus chapel for christians worship. The chapel caters

		for both staff and students, for catholic worshippers as well as for the protestants. The service conducted by the protestant group is non-denominational. The cross on top of the chapel reminds us of calvary.
16.	MS: The Senate Building	Towering above all other buildings on campus is a storey building known as the Senate Building. Located at a stone throw to the West of Amina Hall the building serves as the main administrative block of the University. Students book for their accommodation here and buy meal tickets too. Beside this building is the convocation square where most public gatherings are held.

17.	LS: Aerial View of the University Bookshop.	From the main lane leading into the campus is a beautifully constructed building.
18.	MS: The Front View the Bookshop	This is the University Bookshop.
19.	CU: Inside the Bookshop	A closer look inside the bookshop reveals its wealthy stock in all discipline. You are free to make your choice but, first check your pocket.
20.	MS. Bindery Machine	Moving away from the Senate building and just by the Mathematics department is the Bindery Unit to take care of all worn out books and other bindery services. This big machine you are seeing puts finishing touches to bound materials. Thesis are bound in this unit.

21.	CU: Fass Lecture Hall	At the Faculty of Arts and Social Sciences are various shapes of learning areas. This lecture theatre is a multipurpose one. It houses meetings, large group lectures and films viewing.
22.	MS: Traditional Drama Theatre	Cultural dances and drama take place at this Traditional Drama Village behind the Staff School.
23.	CU: Language Laboratory	Various types of laboratories. FASS is not left out here. She is in a private listening booth at the French language laboratory.
24.	LS: Fine Art Garden	At the Fine Art Department is a beautiful art gallery. This department is surrounded by the computer center, the School of Basic Studies, Biochemistry Department and

		Faculty of Environmental Design and it is a nice relaxation spot.
25.	CU: Saw Fish	Move inside the Art Garden and there are many things of interest there. This is a sculpture of saw fish. Ever seen a life one? No? Well, that 's how one looks like.
26.	MS: A sculpture of an operated machine gun.	A war front? Not at all. You are still at the Fine Art Garden.
27.	Caption: CU: Faculty of Science,	Another large Faculty comprising of many departments.
28.	CU: Geology Museum	At the Department of Geology one can learn a lot about Nature.
29.	CU: Specimen of Rock	A chat with the museum attendants can enlarge your knowledge on rock formation.

30.	LS: Wind Gauge at the Geographical garden.	Learn about direction of the wind here.
31.	MS: Biological Science Laboratory	Get into the Department of Biological Sciences learn more about "Land and Water Animals". The lady you are seeing now has a fish pond and she knows a lot about fishes.
32.	LS: Botanical Garden	A 5 minutes walk towards University Dam from Faculty of Arts and Social Sciences takes you to another lovely fruit garden, the Botanical garden. A lot could be learned from here.
33.	LS: The University Dam	The University Dam. Did you say a University Dam? Yes of course, A.B.U. has a dam for use by both staff and students when water board fails. A pail of water from

		the dam takes you a long way on such days.
34.	CAPTION: CU: SECURITY HEADQUARTERS	Students and staff obtain their Identity cards here
35.	CU: Officers working on I.D. Cards.	Meet the officers at the Security Section and get an identity card for yourself.
36.	CU: Officers issuing I.D. cards.	If you have a car, it is here you can obtain a car label too, with an I.D. Card and a car label you can move around the campus unmolested.
37.	CAPTION: CU: Main Campus Clinic	The University runs free Health Services for all Students and Staff within the main campus.
38.	MS: A doctor testing heart beat.	You only need to register with the "Sick Bay" as a new staff or a new student, then free treatment is meted out to you when in poor health.

39.	LS: Sick Bay Side-View	The Sick bay is situated near Suleiman Hall, and it is neatly kept with flowers infront.
40.	CAPTION: CU: IYA ABUBAKAR COMPUTER CENTER	The University computer center for data analysing, named after Professor Iya Abubakar - one time Vice Chancellor of A.B.U.
41.	MS: The Control Room	This is the main data control unit for the center.
42.	MS: The Users' Room	Students and Staff are allowed into the users room to make use of the computer. You can only communicate using this medium if you have a code number at the computer center. Are you interested in using the center? Yes, then meet the staff incharge and get yourself a code number.

43.	CAPTION: CU: Kashim Ibrahim Library	The main library serving the entire University Community often referred to as the KIL.
44.	MS: Information Source Unit. A new Staff receiving information.	Anybody can ask for assistance in the information unit.
45.	MS: A Library Staff using the catalogues	The Library holdings are contained in the catalogue. Catalogue - an index to the Library could be arranged by subject or author and they could take various shapes. See the box-like card catalogue at the background and the leaf catalogue which she is using?
46.	MS: A Library Staff helping a reader	Kashim Ibrahim Library has many dedicated Staff. Why not solicitate for their help when you are in difficulty?

47.	LS: The circulation desk.	If you are a registered reader, you are entitled to borrow some books. Do your selection from open-shelves upstairs and then get them charged out to you downstairs.
48.	LS: Reference Section. Reference materials.	For research students the Library's collection is rich. Reference materials are kept in the ground floor of the Library.
49.	LS: Private reading carrels.	Carrels in Library provide private places where Library users may work undisturbed by various program activities.
50.	CU: Center for Educational Technology	Center for Educational Technology provides various services to the University community including photographic and photocopying services.

51.	MS: A graphic artist	Graphics and other flat pictures are produced at the center. These materials are often used for instructions or for enlightenment campaigns. He works hard to get them ready.
52.	CAPTION: CU: INSTITUTE FOR AGRIC. RESEARCH	At the Institute for Agricultural research a lot of services are provided too.
53.	CU: Pamphlets on display.	The research findings of the Institute are communicated to the public through radio messages and pamphlets
54.	MS: A Graphic artist.	The non-verbal method of communication is also employed. Their graphic artists communicate the research findings to the public using pictures.

55.	Caption: CU: Institute of Education.	The Institute of Education like AERLS - (Agric Extention Research & Liaison Services) and Center for Educational Technology provides photographic services to the staff and students of the Institute.
56.	MS: A Graphic artist	He assists in the production of various teaching aids used at the Institute.
57.	CU: Faculty of Education.	One of the biggest faculty in the University. It caters for infants as well as adults.
58.	MS: Children Constructing	When children are left on their own, creative thoughts come to them. Students studying infacts method can learn a lot from these kids.
59.	LS: Children at play	A real demonstration session for student teachers.

60.	LS: Children at play	Children love variety.
61.	MS: Kids' Learning environment.	Children "tune in and out" of their teachers hence their environments should always be enriched.
62.	LS: Staff School	At the University Staff School where a formal school session is run for the older children, there is often a forum for interaction between the teaching staff and the pupils.
63.	MS: A classroom at the Staff School.	Flat pictures can change a shabby learning area into a lovely one as the one you are seeing.
64.	CAPTION: CU: Faculty of Medicine	Pre-Clinical students spend their first two years at the main campus unlike the law students.
65.	LS: Faculty of medicine	The faculty has just been expanded to cater for more students.

66.	LS: Anatomy Department	The medical students are first introduced to their discipline using models of human beings.
67.	CAPTION: CU: Faculty of Vet. Medicine.	Faculty of Veterinary Medicine where Vet. doctors are trained. The Veterinary Students of the University are completely trained at main campus.
68.	LS: A Vet. doctor Examines an animal.	At the Vet. Clinic all types of animals are examined and treated. Students are not allowed to keep pets in their halls of residence though.
69.	LS: Adult Education Center	Ahmadu Bello University caters for all learners at all levels. At the Adult Education Center age is no barrier to learning.

70.	MS: Radio Recording Studio with two presenters.	The center has radio recording facilities and a message can be sent to the general public using radio receivers.
71.	LS: The Gymnasium	There is a large multi-purpose building on the way to the staff quarters, this is the gymnasium. Activities like dance, indoor games and beauty contest could be held here.
72.	LS: Games Field	Entering the campus from the North gate, one sees first of all a large play ground. This shows how important games is to effective learning.
73.	LS: Basket ball pitch.	For variety, facilities are provided for various games. Lovers of basket ball are provided for. It is very close to the convocation square.

74.	MS: Swimming Pool	A swimming pool if you prefer that.
75.	MS: Swimming Pool fountain.	A continuous flow of clean water from that fountain keeps the swimming pool save at all times.
76.	LS: A.B.U. Press	For easy publication of works in the University there is a press at the outskirt of the main campus.
77.	LS: Maintenance Departmant.	All staff occupying the University Quarters could have their broken down furniture replaced or repaired in the maintenance department next to the police gates.
78.	LS: Facilities opposite the University's main campus	Samaru village has also changed rapidly to meet the demands of the University community.

79.	MS: Kowa Stores/ Watch repairers' stalls. etc.	Opposite the North gate, (outside the campus) one finds a mini-market popularly referred to as the 'KOWA store'. This store serves both staff and students of the University.
80.	LS: Commercial Banks.	There are some commercial banks outside the main campus, and these serve the university community too.
81.	CU: RECAPITULATION What have we learnt today?	We have just gone through the various physical learning environments within the main campus of Ahmadu Bello University, Zaria. We have also looked into their contributions to learning in this community. These slides series may be projected once more before the follow up activities.

82.	CU: THE END	(Fades in) soft music.
83.	CREDIT: PRODUCED BY COMFORT EKPO	Soft music
84.	CREDIT: SUPERVISED BY FUNSO OLUYITAN	Soft music
85.	CREDIT: NARRATION BY IYABO AGBELUSI	Soft music fades out.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

Ahmadu Bello University has provided a lot of services to both Staff and Students within the Main Campus as have been seen from the slide sequences. The task of this project was to make all new entrants to the University aware of these services and at the same time be in position to use them affectively.

The need analysis conducted in Chapter 3 did prove that many people would welcome this instructional material as something to fill the existing gap in orientation programme for all freshmen. From all the steps employed in this production, one could say that this product can stand any evaluation sechamata, for it is obvious that a cyclical pattern in Analysis - Design and Evaluation was adopted.

The feedback obtained from experts and students representative whom the instructional kit was first presented to have been used to improve the material. (See Appendix II for the Evaluation forms used.) It is the designer's hope that this finished product does meet all users' needs, and that all new entrants to the University be positively aware of their environment.

Finally, to make sure that this product gets to my target audience, I recommend it highly to those officers who organize all forms of orientation programme within the Main Campus.

I also recommend - this manual along with the instructional kit to all users so that they may make use of the guides provided therein.

5.1 Utilization Guides For Students In A "Self-Instruction"

1. In any new environment, one can't help asking a few questions, and reading notices.

Through this means, a student would get hold of the slide tape sequence on physical learning environment of the Ahmadu Bello University, and move to a private viewing carrel.

2. Read through the objectives of the programme from the manual.

3. Check for the electrical socket on the wall or floor.

4. Get a pamplet containing guides on how to set up a slide tape projector.

5. Arrange the slide sequences in a slide tray or carrier and view them once through with the accompanied commentary without interrupting.

6. Run through the series a second time, this time regulating the pace to suit your speed.

7. Attempt the recommended activites at the end of this second viewing.

8. Assess yourself using the answers supplied at the appendix of this manual.

9. If the assessment is poor, plan a walk round the Campus using information from this instructions as guides to identify the facilities mentioned and learn using them.

5.2 Utilization Guides For Teachers In A "Teacher-Led Instruction":

1. Each teacher using this kit should first go through this manual, preview the slide series and be aquainted with the content.

2. Arrange back the slides some minutes before the lesson.

3. Discuss the main objectives of this programme with your students to heighten interest.

Point out what they should look for while viewing. This will help greatly in directing the students' attention.

4. See to the physical setting of the classroom

you intend to use for the instruction so as to create opportunity for maximum viewing and hearing.

5. Present the programme first time to the students with no interruption.

6. Interactions between the students and the teacher. Use this time to correct errors of observation, and explain unusual terms used in the narration.

7. Recapitulate the main objectives of the instruction.

Educate the students on how to sieve out vital information from the entire slide series.

8. Present the programme a second time, holding each slide frame on the screen as long as it is necessary. Be sure the narration synchronizes with what is on the screen.

This regulated viewing will give the teacher an opportunity to direct and focus his students' attention so that they don't end up being entertained only, thus missing the message of the programme.

5.3 Follow-Up Activities For Remedial and Enrichment:

A specimen set of multiple choice and short answer questions are provided here for practice:-

1. On getting to the main campus, you can book for your accommodation and buy meal tickets at:-

   (a) The Post Office

   (b) The Main Gate

   (c) The Senate Building

2. The "Giant of Ahmadu Bello University" coined here refers to:

   (a) The Vice-Chancellor's Lodge.

   (b) The Main Administrative Block of the University.

   (c) Both a and b are correct.

3. The Fine Art Department is surrounded by the following 4 places.

   (a) Faculty of Science, Institute of Health, Faculty of Engineering, the University Press.

   (b) Senate Building, Ramat Hall, Amina Hall and Faculty of Education.

   (c) School of Basic Studies, Computer Center, Department of Biochemistry and Department of Building.

4. The language laboratories are in:

   (a) Faculty of Science

   (b) Faculty of Arts and Social Sciences.

   (c) Faculty of Environmental Design.

5. A fish pond may be found at:

(a) The Fine Art Department

(b) Near the University Staff School.

(c) Biological Sciences Department.

6. The Kashim Ibrahim Library (KIL) lends books to both Students and Staff only after individual borrower had:

(a) Completed readers' registration form.

(b) Taken the books needed to the counter.

(c) Seen the University Librarian in charge.

7. To locate any material in the Library you have to get to the index of the Library. Index here refers to:

(a) The back of the Library.

(b) The Library Catalogue.

(c) The Circulation desk.

8. The ground floor of the Main Library houses:

(a) The Circulation desk, Information Unit, Toilets, Technical Section and Reference Materials.

(b) All books on Humanities and Africa

(c) All non-print materials, books on Science and Technology.

9. To analyse data after conducting a research, one may use one of these places:

(a) A Research Library

(b) The Gymnasium

(c) The Cumputer Center.

10. In which of these environments would you comfortably sit to write a term paper?

(a) Amina Hall Common Room

(b) Private Reading Garrels at KIL

(c) Traditional Drama Theatre

11. Public enlightenment campaigns for farmers are usually organized by:

(a) The Anatomy Department

(b) Institute for Agric Research

(c) A.B.U. Staff School.

12. New entrants to the University may obtain their car labels and identity cards from:

(a) The Security Headquarters opposite FASS.

(b) The Commercial banks opposite the main campus.

(c) The Senate building opposite Amina Hall.

13. Name 5 physical facilities that you have come across in this instruction and state their contributions to learning:

(1) ________________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

14. A Post Office often used by the University Community is situated:

(a) Centrally within the Main Campus.

(b) Near the Main Gate to the University.

(c) By the North Gate.

15. The places that provide Photographic Services in the Main Campus are:

(a) The University Press and Bindery.

(b) AERLS, Institute of Education and Center for Educational Technology.

(c) All departmental Libraries.

(TICK THE CORRECT ANSWER)

16. Branches of some Commercial Banks are situated within the Main Campus.

(True or False)

17. Kashim Ibrahim Library among other facilities has photocopying and book-binding facilities.

(True or False)

18. A non-refundable deposit of N20.00 is required by the sick bay before treatment is administered to new students.

(True or False)

19. There are dining halls for all the Halls of residence:

(True or False)

20. The University bookshop and all the departmental Libraries serve the same function:

(True or False)

21. Faculty of Law is not in the Main Campus:

(True or False)

22. The University Clinic (Sick Bay) within the Campus attends to all students and staff of the Campus Community.

(True or False)

23. The Maintenance Department of the university serves all staff occupying the university quarters.

(True or False)

24. At the Adult Education Center, a life long education is provided for the University Community.

(True or False)

25. A radio recording studio is found at the Faculty of Arts and Social Sciences.

(True or False)

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(1) Mallam Mairiga Mani -
Student Affairs Officer, September, 1982.

(2) Mallam Bashiru Balarabe -
Information Officer, Kashim Ibrahim Library, September, 1982.

(3) Dr. C. T. Veridiano
Dr. S. E. Okon
Dr. D. A. Balogun
Organizers of orientation programmes within the main campus, 1983.

APPENDIX 1

ANSWERS TO THE MULTIPLE CHOICE QUESTIONS

1. C
2. B
3. C
4. B
5. C
6. A
7. B
8. A
9. C
10. B
11. B
12. A
13. ______ 1. The Library - It provides a conducive atmosphere for studying.

    2. Bookshop - It helps learners to spend a little amount for a personal life time copy of textbooks, therevy serving their time.

    3. Computer Center - It facilitates data evaluation.

4. Sick Bay - It provides health services to both staff and students.

5. Hostels - These provide comfortable (Halls of residence) places for students to retire to after each day's work.

(OR ANY 5 CORRECT SET).

14. B
15. B
16. False
17. True
18. False
19. True
20. False
21. True
22. True
23. True
24. True
25. False

APPENDIX II

EVALUATION FORM 1

Learner Appraisal Form:

1. Was there any orientation programme for new students in your department? YES / / NO / /

   Comments: ____________________

   ____

2. If YES, were you present during your departmental orientation exercise? YES / / NO / /

   Comments: ____________________

   ____

3. The subject of this presentation is
   (a) Very new to me / /
   (b) Quite familiar to me / /
   (c) Supplementing what I knew / /

   Comments: ____________________

   ____

4. The English usage (the diction) is simple enough for me. NOT TRUE VERY TRUE
   1 2 3 4 5

   Comments: ____________________

   ____

5. New students to this campus should see this program, they will benefit from it
   NOT MUCH VERY MUCH
   1 2 3 4 5

   Comments ____________________

6. I will recommend the program to my friends
   YES / / NO / /

   Comments: ____________________

7. GENERAL COMMENTS: ____________________

   ____

EVALUATION FORM 2

Expert Appraisal Form:

NAME: ____________________

DESIGNATION: ____________________

DATE: ____________________

1. The objectives of this program are

   VERY VAGUE CLEARLY EVIDENT
   1 2 3 4 5

   Comments: ____________________

   ____

2. The information presented in the program are

   NOT ACCURATE VERY ACCURATE
   1 2 3 4 5

   Comments: ____________________

   ____

3. What I like about the presentation

   Comment: ____________________

   ____

4. What I didn't like about the presentation

   Comment: ____________________

   ____

5. GENERAL COMMENTS: ____________________

   ____

   ____

EVALUATION FORM 3

Subject Appraisal Form:

NAME: ______________________________

DESIGNATION: ______________________________

DATE: ______________________________

1. Information presented for the objectives are

   INADEQUATE VERY ADEQUATE
   1 2 3 4 5

   Comments: ______________________________

   ____

2. The students' completion of this program should be. NOT BENEFITIAL VERY BENEFITIAL
   1 2 3 4 5

   Comments: ______________________________

   ____

3. The scope (coverage) was:-

   INADEQUATE QUITE ADEQUATE
   1 2 3 4 5

   Comments: ______________________________

   ____

4. On the whole how would you grade this work in its attempt to bridge a gap created by the insufficient/non-existence of an organized orientation exercise in the main campus?

   VERY POOR EXCELLENT
   1 2 3 4 5

5. GENERAL COMMENTS: ______________________________

   ____

   ____

APPENDIX 2a

SUMMARY OF EVALUATIONS BY OBSERVERS

There were six observers during the presentation of the Instructional kit designed. All of them were of the opinion that the work was very satisfactory. A breakdown of their comments were as follows:-

- Four of the observers were students. They all confirmed that there was no orientation programme for them. Two of these students felt this gap in operation has made it difficult for them to get used to the campus. Generally, they were highly impressed with the kits as it was quite informative and provided them with proper orientation to Samaru Campus.

- The fifth observer, a subject expert, a lecturer Ahmadu Bello University felt the product was excellent.

- The sixth observer, an expert in Educational Technology said that both the presentation and the Instructional kit were very good.