Teacher Perceptions of Channel One's Influence on Middle School Students in Sullivan County, Tennessee

Joy M. Ramsey

East Tennessee State University

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TEACHER PERCEPTIONS OF CHANNEL ONE'S INFLUENCE
ON MIDDLE SCHOOL STUDENTS IN
SULLIVAN COUNTY, TENNESSEE

A Dissertation
Presented to
the Faculty of the Department of Education
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Joy Mae Ramsey

December 1997
APPROVAL

This is to certify that the Graduate Committee of

JOY MAE RAMSEY

met on the

3rd day of November, 1997.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council, in partial fulfillment of the requirement for the degree of Doctor of Education.

Signed on behalf of
the Graduate Council

Interim Dean
School of Graduate Studies
ABSTRACT

TEACHER PERCEPTIONS OF CHANNEL ONE'S INFLUENCE ON MIDDLE SCHOOL STUDENTS IN SULLIVAN COUNTY, TENNESSEE

by

Joy Mae Ramsey

This study examines Channel One's influence on middle schools in Sullivan County, Tennessee. The purpose of the study is to investigate the views, feelings, and opinions of Sullivan County middle school teachers regarding the use of Channel One in their classrooms.

The study utilizes data gathered from surveys and personal interviews from five middle schools in Sullivan County, Tennessee that subscribe to Channel One. Areas of data presentation include the uses of Channel One in each teaching classroom, the positive and negative consequences Sullivan County middle school teachers perceive Channel One has on their students, the effects of Channel One's advertising upon their students, and the overall satisfaction of teachers who use Channel One in their curriculum.

Conclusions of the study emphasize the need for more teacher in-service training specifically for teachers who have Channel One in their classroom.
INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by
the Institutional Review Board of East Tennessee State University.

Title of Grant or Project  Teacher Perceptions of Channel One's
Influence On Middle School Students In Sullivan County, Tennessee

Principal Investigator  Joy Mae Ramsey

Department  Educational Leadership and Policy Analysis

Date Submitted  March 1997

Institutional Review Board Chair  [Signature]

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DEDICATION

This dissertation is lovingly dedicated to my parents, Perry and Frances Ramsey, who instilled in me a love of learning at an early age. I will always be eternally grateful for their gentle guidance, help, and love. I also dedicate this to the memory of my grandmother, Mabel Depew Galloway, for her abiding strength and unconditional love.
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CHAPTER 1
INTRODUCTION

Television has become an institution that is ingrained in the American way of life (Black & Bryant, 1995). A Russian-born American physicist, Vladimir Zworykin, patented an all-electronic television system in 1923. Since that time, it has become a powerful communication force. Television-related technologies have soared in the 1980s and 1990s and are leading to new services for the public. Cable television and satellite dishes have been used for educational purposes. The late astronomer Carl Sagan once wrote that instructional television had become a highly effective medium that could be used to enlighten, to expand, and to change attitudes toward science (Sands, 1997).

More than 93 million American households - 99% of all homes - have at least one television set (Black & Bryant, 1995). Black and Bryant have interpreted national Roper surveys to mean that two-thirds of America's adults received most of their world news from television. According to McClellan (1993), children ages 2 to 5 watched television approximately 4 hours per day; children ages 6 to 11 viewed television about 3.4 hours per day; and adolescents viewed television less than children.

Television programs that incorporate a child's fascination with watching television and instructional practices, such as the popular Sesame Street, have
received both positive and negative reviews regarding their educational effectiveness. Press (1995) credited a boost in the educational and social preparedness of young children to regularly watching *Sesame Street*. Press concluded that young children who frequently viewed the program were more likely to use their free time as they grow older engaged in reading for pleasure.

Mates and Strommen (1995) conducted a study that analyzed various *Sesame Street* episodes for their value in teaching reading skills. They found the *Sesame Street* characters doing a wide range of child-centered activities. However, these activities rarely concerned basic daily skills such as reading a menu, writing a message or list, or reading travel brochures. Even though *Sesame Street* remains a popular program, Mates and Strommen found its program content displayed a lack of knowledge about how children become literate.

How children become literate has become the focus of brain-based research. According to Lazear (1991), in the last 30-50 years there have been many important discoveries about human intelligence and about how people learn. Lazear reported that in 1981 Roger Sperry was awarded the Nobel Peace Prize for his new area of research known as "whole brain" processing. This involved research about the left and right hemispheres of the brain and how they process information. Lazear reported that Paul MacLean, Chief of the Laboratory of Brain Evolution and Behavior at the National Institute of Mental Health in
Washington, D.C., theorized that within each brain there are three separate brains that come from our earlier development as a species. MacLean suggested as the need for more complex levels of thinking increased, the brain grew new layers that operated as a unified whole. Feverstein, as reported by Lazear, said that at any age and at almost any ability level, one's learning ability could be enhanced.

Gardner (1983) reported there are seven intelligences, or ways in which people learn. These "multiple intelligences" include the verbal/linguistic intelligence, the logical/mathematical intelligence, the visual/spatial intelligence, the body/kinesthetic intelligence, the musical/rhythmic intelligence, the interpersonal intelligence, and the intrapersonal intelligence. Based upon an interview with Gardner, Checkley (1997) reported there was an eighth intelligence, the naturalist intelligence. Gardner (1991) also proposed that multiple intelligences could be used in teaching through five different entry points. These entry points include a narrative entry point, a logical-quantitative entry point, a foundational entry point, an esthetic entry point, and an experimental entry point. Entry points are teaching methods that use a person's dominant multiple intelligences to enhance that individual's learning experience.

The popularity of viewing television and its potential educational value was synthesized by Chris Whittle, the creator of Channel One. Channel One television involves providing 12 minutes per day of current events and late-breaking news items to schools that subscribe to its services. Whittle, a Knoxville, Tennessee.
resident and entrepreneur, began Channel One in the spring of 1990. By the spring of 1993, the number of schools in the United States subscribing to Channel One had reached 12,000 (Johnston, 1995).

The model is a simple one. When a school district signs a standard three-year contract with KIII Communications, Channel One's new owners, each individual school receives free of cost a television set for each teaching classroom, plus a satellite dish and two VCRs, at a total of approximately $25,000 per school (Channel One Network, 1996). This equipment is provided to allow the participating schools to receive transmission of Channel One broadcasts. The contract states that subscribing schools must show the 12-minute newscasts to 90% of the student body for 90% of days in the school year. One attractive fringe benefit includes school use of the equipment at the discretion of the school. Other benefits include teacher guides to stimulate discussion that are faxed or otherwise transmitted daily, and an abundance of full-length educational programs that are broadcast throughout the day for videotaping or immediate classroom use. The cause of the controversy is that two minutes of the 12 required viewing are advertisements directed toward teens (Wartella, 1995). Johnston (1995) said that this was a fair exchange, stating that most school districts were financially unable to afford the equipment. However, according to Celano and Neuman (1995), the inclusion of Channel One had little beneficial educational value.
Wartella (1995) put the two minutes of commercials into a different perspective. She stated that American youth were bombarded by advertisements from every direction. Channel One was not the only culprit, and she recommended that Channel One's influence on teens should be examined within a broader context.

UNPLUG, a national youth coalition, advocates commercial free education ("UNPLUG Updates," 1996). In conjunction with the University of Massachusetts, UNPLUG sponsored a research study concerning Channel One. The study found that Channel One was most often broadcast in the nation's poorest schools, where Channel One's free equipment was most tempting (Morgan, 1993). These schools were reported to have a high percentage of African-American students, leading UNPLUG to call Whittle's offer "commercial racism" (Lahman, 1994).

Even though Channel One is steeped in controversy and speculation, similar programs apparently will continue to remain in use in school districts that find them economically attractive.

**Statement of the Problem**

Outspoken groups have stated that the viewing of advertisements and the subsequent programming that Channel One has to offer do little to further students' educational goals and that negative effects may occur. The problem addressed
by this study is to ascertain the perception of middle school teachers in Sullivan County schools regarding the effects of Channel One broadcasts on their students.

**Purpose of the Study**

The purpose of this study is to investigate the views, feelings, and opinions of Sullivan County middle school teachers regarding the use of Channel One in their classrooms during a 20 month period from August 1995 through May 1997, excluding summer break. This study involves the five middle schools in the county that subscribe to Channel One. The teachers who have Channel One in their classrooms were surveyed and interviewed in order to determine their perceptions about the effects Channel One had on their students, in an attempt to ascertain if Channel One's programming is a worthwhile, educationally sound addition to Sullivan County's curriculum.

**Research Questions**

The main questions to be answered in this study are:

1. What are the uses of Channel One in each teaching classroom?
2. What, if any, positive consequences do teachers perceive there are to students who participate in Channel One programming?
3. What, if any, negative consequences do teachers perceive there are to students who participate in Channel One programming?
4. What effects do teachers perceive Channel One advertising has upon children?

5. In an overall sense, do teachers feel their students are better off with Channel One?

6. Do relationships exist between the independent variables—teachers' ages, years of teaching experience, gender, levels of education attained—and the dependent variable—teachers' perceptions of Channel One's influence on students?

**Significance of the Study**

The significance of this study is that it determines the advantages and disadvantages of having Channel One in Sullivan County middle schools as perceived by teachers in Channel One classrooms. This information may be useful to the Sullivan County School Board in determining whether or not the inclusion of Channel One is a worthwhile step toward enhancing the county's curriculum.

**Assumptions and Limitations of the Study**

It is assumed the opinions stated by the teachers reflected their true feelings about the effects of Channel One on their students. The limitation of the study is that teachers from only five middle schools in Sullivan County participated in Channel One's programming. The results of this study may not be generalized to other schools or school systems.
Definition of Terms

The following terms are used in this study:

Channel One

A daily 12-minute broadcast of news items and other educational programs geared toward adolescents. Only schools that subscribe to Channel One receive its services. Each 12-minute broadcast includes two minutes of paid advertising (Johnson, 1995).

UNPLUG

An organization of citizens advocating commercial free education, and one that actively speaks out against Channel One's two minutes of required viewing of advertisements ("UNPLUG Updates," 1996).

Brain-based learning

A term acknowledging the brain's rules for meaningful learning experiences and teaching according to those rules (Caine & Caine, 1991).

Kid-vid

A term used to show the great influence television has on the buying power of adolescents (Wartella, 1995).

Overview of the Study

This study is organized in the following manner: Chapter 1 includes an introduction, statement of the problem, purpose of the study, research questions.
definitions of terms, significance of the study, assumptions and limitations, and an overview of the study. Chapter 2 includes a synthesis and a detailed description of related literature concerning Channel One. Chapter 3 includes the design of the study, interviews with teachers, validations of the survey and interview questions, and the analysis of data. Chapter 4 details the findings. Chapter 5 presents the summary, conclusions, and recommendations for further study.
CHAPTER 2
REVIEW OF RELATED LITERATURE

Introduction

Channel One is an innovative teaching tool that involves installing state-of-the-art technology and educational cable television programming in school districts that subscribe to its services. Yet, it is highly controversial. There are 12 minutes of required viewing each day that include current events as seen through the eyes of young people, but two of those minutes are advertisements.

Johnston (1995) stated that the high-tech equipment received when a school district subscribed to Channel One was a fair exchange for the required advertisements, reporting that many school districts were financially unable to afford that kind of equipment. However, according to Celano and Neuman (1995), there was a definite lack of educational value in the use of Channel One's programming.

UNPLUG, a national youth organization working for commercial-free, community controlled education, actively opposes the inclusion of Channel One in America's schools because it requires students to view the advertisements. On the other hand, Wartella (1995) stated that American youth are bombarded by advertisements from every direction, and that Channel One should be examined within a broader context.
This study investigates and presents in this chapter significant issues related to Channel One that writers have identified as influential in American public education. Information has been selected for inclusion in this synthesis in the major areas of brain-based learning, Whittle Communications, the impact of advertisement on adolescents, controversies involving Channel One, evaluations of the effectiveness of Channel One, and KIII's Channel One.

**Brain-based Learning**

It is important to know how children learn in order to determine if television can be an effective teaching tool in that process. There are many educational programs on television, including Channel One, that experts have questioned their abilities to satisfactorily teach children. Mates and Strommen (1995) conducted an analysis of 10 *Sesame Street* episodes and examined their literacy messages. They recorded the 10 one hour episodes in sequential order to substantiate the adequacy or lack of literacy messages. Mates and Strommen viewed the episodes separately for triangulation purposes. Each program consisted of many short vignettes, or "bits", that were analyzed according to the content of the literacy messages. A "bit" was defined as any vignette that contained an example, discussion, or description relating to written language. The 10 complete *Sesame Street* episodes were then categorized into 350 "bits." The researchers found only 184 of the 350 had any kind of literacy messages. Of those
184 literacy "bits." only 81 had a literacy-related central message. The other 53 "bits" had literacy-related peripheral or incidental messages.

Mates and Strommen (1995) noted during their research the literacy messages on the Sesame Street "bits" had to do with the names and shapes of letters or sound of individual letters. The synthesis of blending letters and their sounds was also developed in some "bits." Teaching sight words, such as bus, stop, no, and toy, were also taught during the programs. It was noted 13 "bits" were devoted to teaching sight words, but there was inadequate use of environmental print to reinforce their retainment. There were only 21 examples in all of the 350 "bits" that used environmental print such as street signs, book jackets, clothing apparel with slogan writing on them, or labels on cereal boxes. Mates and Strommen said their analysis revealed the 350 "bits" in their project had very few demonstrations of the usefulness of reading and writing or of the pleasures they could bring. There were only 2 "bits" that had as its central message reading and writing were useful to people. Mates and Strommen noted there were no "bits" that included adults or older children reading aloud to younger children.

Mates and Strommen (1995) also noted there was a lack of material on the programs for children to read, such as signs, logos, graffiti, or posters. They concluded that reading is not a part of everyday life on Sesame Street. They commended the program as being interesting with a wide variety of adventures for
the "Muppets," but rarely were these characters engaged in useful reading experiences like making lists, reading menus, or writing messages. Mates and Strommen went further and stated there were even "bits" that gave the impression reading was not fun, citing a Bert and Ernie "bit" in which Ernie entices Bert to join him in a rhyming game and therefore Bert abandons the book he is reading. Mates and Strommen concluded in order to teach children to become better readers, *Sesame Street* should portray in their programs the idea that reading print is worth mastering because it adds meaning to everyday life and also that they should stress the importance of becoming a literate person.

A knowledge of brain-based learning is a useful tool in teaching children to become literate. Brain-based learning is a term acknowledging the brain's rules for meaningful learning experiences and teaching according to those rules (Caine & Caine, 1991). Gardner (1983) proposed there are seven intelligences, or ways in which people learn. The first is verbal/linguistic intelligence, which is responsible for the production of language functions, including reading, grammar, poetry, symbolic thinking, conceptual patterning, and abstract reasoning. Poets, playwrights, novelists, and comedians are predominately verbal/linguistic. The second is logical/mathematical intelligence, which is related to inductive reasoning and abstract symbols, including numbers. Scientists, mathematicians, lawyers, and computer programmers are representative of people with high levels of logical/mathematical intelligences. Lazear (1991) pointed out that
verbal/linguistic and logical/mathematical intelligences comprises the foundation of most systems of Western education as well as standardized testing programs.

The third intelligence Gardner (1983) suggested is visual/spatial. This type of intelligence concerns the visual arts, navigation, map-making, and architecture. The sense of sight is crucial to this intelligence. The fourth is body/kinesthetic intelligence. This concerns "learning by doing" and the use of the body to express emotion, such as in dance and body language. Actors, athletes, mimes, and inventors are representative of this intelligence. The fifth is musical/rhythmic intelligence. This includes forms of auditory learning, and the recognition and use of tonal patterns, the human voice, and musical instruments. Lazear (1991) reported that of all forms of intelligences, the "consciousness altering" effect of music on the brain is probably the greatest. Musicians, rock groups, composers, and music teachers are representative of this intelligence.

The sixth intelligence is interpersonal intelligence. This intelligence concerns the ability to work cooperatively in groups and the ability to effectively communicate with others. A high degree of empathy is often seen in this form of intelligence. Counselors, teachers, and therapists are representative of this intelligence. The seventh is intrapersonal intelligence. This is related to the ability to experience wholeness and unity, to perceive higher states of consciousness, and to visualize future possibilities. This type of intelligence is pronounced in philosophers, gurus, and psychiatrists. Based on an interview with
Gardner, Checkley (1997) reported an eighth intelligence, the naturalist intelligence. This concerns the ability to understand nature and to work effectively with it. Forest rangers and biologists are representative of this intelligence. Lazear (1991) pointed out that each person has the capacity for all intelligences, but not all intelligences are equally developed. Usually one or two are dominant. Lazear further stated that with time and effort each person has the ability to activate all intelligences.

Gardner (1991) suggested that any concept worth teaching could be approached in at least five different ways that relate to one or more of the multiple intelligences. The first approach is by a narrative entry point. This involves telling a story to illustrate a point, such as watching and hearing a program about the beginnings of democracy in ancient Greece or about the origins of the United States government. The second is by a logical-quantitative entry point. This uses numerical considerations or deductive reasoning processes. This point could be illustrated by looking at congressional voting patterns over time or at the arguments used for and against democracy by the Founding Fathers. The third is a foundational entry point. This examines the philosophical aspects of a concept. Higher order thinking skills, such as "what if..." questions, could be used. One might examine the reasons for adopting a democratic society over a dictatorial society. The fourth is an esthetic approach that incorporates the arts into the curriculum. To illustrate democracy, one could listen to music that is
characterized by either group playing or by playing under the control of a single individual, such as a string quartet as opposed to an orchestra. The fifth entry point is the experiential approach, which is a hands-on, direct approach. This could be illustrated by students taking part in a debate about various governmental processes. Gardner stated that a skilled teacher was a person who could open a number of different windows on the same concept.

Caine and Caine (1991) reported that brain research established and confirmed the need for multiple complex and concrete experiences that are essential for meaningful learning and teaching. Students learn from their entire ongoing experience. Caine and Caine also stated that the primary focus for educators should be on expanding the quantity and quality of ways in which a learner is exposed to content and context. The learner should be involved in talking, listening, reading, viewing, acting, and valuing. According to Emig (1997), students learn in different ways, thus supporting the theory of multiple intelligences.

Learning is dependent, of course, on the myriad of functions that occur in the brain. Piaget (1952) and Epstein (1978) observed behaviors that are now understood to be related to the process of myelination. Piaget identified four major stages of cognitive development. He pointed out that each stage could not be skipped or rushed. The sensory-motor stage begins at birth and extends to about two years. Myelination, or the coating of neurons with myelin, which is a
fatty substance of glial cells, occurs at this time and enhances the neuron
connectors. In the sensory-motor stage the brain is maturing in regions relating to
physical, sensory, and motor functions (Ellison, 1990).

The brain is divided into two halves, or hemispheres (Sperry, 1985). The
left hemisphere is considered to be the dominant and logical side. It is where
language, calculating ability, and movement are located. The right hemisphere is
more artistic. It grasps non-verbal thoughts, music, and art. Effective learning
occurs when both sides of the brain are involved on the same topic (Healy, 1989).

Piaget's pre-operational stage, from ages two to seven, involves myelination
in the left hemisphere of the brain (Ellison, 1990). Language is the major
development in this stage. The concrete operations stage, ages 8 to 11, signals the
myelination of the corpus callosum bridge between the left and right hemisphere.
Ellison wrote that children need to have hands-on experiences with their
environment to internalize relationships.

Piaget (1952) stated that the formal operations stage occurs at ages 12 to
16. This involves the frontal lobes in the myelination process (Ellison, 1990).
This final stage in Piaget's cognitive development process, according to Ellison,
relates to the child's ability to draw appropriate conclusions from abstract data. At
this age the child has reached middle or high school level.

Biophysicist Herman Epstein (1978) stated that myelination of neurons
comes in "spurts." At varying times for each individual there appears to be sudden
brain growth. The child is suddenly able to understand and attain more knowledge. A rich and varied base of experience is needed to enhance this process (Healy, 1989).

Auditory learners learn by listening; kinesthetic learners acquire knowledge by making a physical connection, such as hands-on experiences; and visual learners depend upon sight and use graphics and illustrations to help them learn (Lazear, 1991). Caine and Caine (1991) stated that teaching practices should be flexible to allow all students to express visual, tactile, emotional, and auditory preferences.

**Whittle Communications**

Chris Whittle made Channel One a reality, but the idea, according to Trimble (1995), first came from a teacher who thought that a show patterned after *The Today Show* and *Good Morning America* would help students learn more about the world. Whittle molded that concept into a televised news program aimed at middle and high school students.

When Channel One started, it began under the leadership of Chris Whittle, a former Knoxville, Tennessee, entrepreneur. He controlled Whittle Communications, which included Channel One, from its debut in March 1990 until 1994, when it was sold to KIII. To understand Channel One today, it is important to be familiar with Chris Whittle's Channel One.
The entire network was funded by the two minutes of commercials found in each Channel One daily broadcast. There was no charge to school districts that subscribed to it, but advertisers paid $150,000 per 30-second commercial during the 1991-1992 school year (Moore & Lennon, 1989).

When a school district signed a standard three-year contract with Whittle Communications for Channel One, each individual school received a state-of-the-art satellite dish, two video tape recorders, a 19-inch networked television set for every teaching classroom, and all wiring and maintenance facilities for a total value of $30,000, as reported by Greenberg and Brand (1993). The contract stated that subscribing schools must show the 12-minute newscast on 90% of all school days to 90% of the school population. One attractive fringe benefit included the use of the equipment at the discretion of the schools. Other benefits included teacher guides to stimulate discussion that were faxed or otherwise transmitted daily, and an abundance of full-length educational programs that were broadcast throughout the day for videotaping or for immediate classroom use.

The studios in which Whittle's Channel One was produced were located in New York City. Their world and national news footage was gathered by Channel One's own crews and VIS News, a joint team of NBC, Reuters, and the British Broadcasting Corporation. According to Gwynne (1995), the majority of Channel One's 200-member staff were professionally inexperienced. One-half of them still attended school. There were and still are nine Channel One news correspondents,
whose ages range from 18 to 28. These correspondents, such as Lisa Ling, Kris Osborn, and Craig Jackson, have attained celebrity status to millions of American teenagers. Former Channel One news operations director David Newman, according to Gwynne, said that their news correspondents should be unpretentious and natural in order to be accepted and popular with the teenage viewers.

Channel One has sent its youthful news correspondents to such politically troubled and dangerous regions as Rwanda, Haiti, and Bosnia. In Rwanda, reported Gwynne (1995), correspondent Anderson Cooper's revelations of the slaughter there were so disturbing that he gagged on camera. Gwynne stated that ABC News vice president Bill Abrams commented that Channel One's news coverage was well produced and credible, and that its news productions were as good as or better than those of most television stations. Gwynne also noted that ABC enticed Anderson Cooper from Channel One and hired him to become its youngest correspondent.

Each day before 6:00 a.m. Eastern time, the complete Channel One broadcast, including any late breaking news, was transmitted to schools nationwide. It was then recorded automatically on videotape in the principal's office of each school, the media center, or other location of the school's choice. This early hour allowed the principal or a designated representative time to preview the broadcast before it was shown to the student body. If the broadcast
was felt to be inappropriate, the principal had the discretionary power not to show Channel One on that day.

Channel One began as a pilot project on March 6, 1989, in six middle and high school classrooms in six different American cities: Mumford High School, Detroit, Michigan; Eisenhower Middle School, Kansas City, Kansas; Billerica Memorial High School, Billerica, Massachusetts; Central High School, Knoxville, Tennessee; Gahr High School, Cerritos, California; and Woodrow High School, Cincinnati, Ohio, (Trimble, 1995). Channel One began as a 12-minute news program for a five-week test period. The 12-minute newscast included four 30-second commercials, which started the controversy; the test drew both praise and protest.

The advertisers who pioneered the first commercials on Channel One during the five-week test period were Gillette, William Wrigley, Jr. Company, Proctor & Gamble Company, Levi Strauss & Company, M&M/Mars' Snickers, the Media-Advertising Partnership for a Drug Free America, Warner-Lambert Company, and Head & Shoulders (Donaton, et al., 1989).

Peggy Charren, founder of Action for Children's Television, objected to a Levi's 501 jean commercial that aired on Channel One, stating that students would feel they need expensive jeans to be popular (Trimble, 1995). In contrast, a student at Central High School in Knoxville stated that he didn't see any problem
with the commercials viewed. Many students also expressed enthusiasm about viewing Channel One's news (Chase, 1989).

The Impact of Advertisements on Adolescents

Advertisements are abundant in public schools. A walk down almost any school hallway will reveal vending machines overflowing with well-known products, such as Coke, Pepsi, and Frito-Lay. School libraries are stocked with numbers of magazines and newspapers full of advertisements directed toward adolescents from such products as Maybelline, Revlon, and Nike. Football and other sports playing fields are generally dotted with billboards and signs from local businesses that may have contributed to the field's construction and/or maintenance. Greenwald (1994) stated American adolescents in 1994 spent as much as $89 billion on food, clothing, videos, music, and soft drinks.

Greckel (1989) stated the average American child had viewed 20,000 television commercials a year before enrolling in school. According to Wartella (1995), a combination of media, popular music, outdoor advertising, and American business in general has contributed to forming an American youth culture. This youth culture reportedly developed around leisure-time activities, and mass media have capitalized on such leisure time.

"Kidvid" is a term Wartella (1995) used to show the power of television's influence on young people. The 1960s Saturday morning cartoons, heavily laden
with advertisements geared toward pre-teens and younger children, began to make a substantial mark on the buying power of America's youth. As a result, there has been an increase in independent television stations and cable networks to supplement the already existing three commercial broadcasting networks (ABC, CBS, and NBC).

Wartella (1995) also discussed a new marketing device aimed at the buying power of youth: The program-length commercial in which the main character is modeled after a toy product. "He-Man," "Masters of the Universe," "Ghostbusters," "Strawberry Shortcake," and "Teenage Mutant Ninja Turtles" are examples of these program-length commercials. Black and Bryant (1995) reported that critics emphasize the blurred distinction between entertainment and persuasion on children's television programs.

The emotional appeals and association techniques of advertisements can be very enticing to young people. Rank (1994) said advertisements should be studied as a part of a language arts program and analyzed as units of persuasion. The media propaganda techniques associated with testimonials, the use of emotional words, bandwagon, repetition, name-calling, and faulty cause and effect could be studied through the viewing of Channel One, reported Rank.

Channel One under KIII Communications ownership has standards and guidelines to govern the advertising that appears on Channel One programs (Channel One Network, 1996). It stated the policy of Channel One is to present

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advertising that is both truthful and tasteful and not misleading or deceptive.

Channel One said it has a special responsibility to its middle school and high school audiences because of their ages and to the educational environment in which the programming is seen. It also said there would be strict separation between advertising messages and editorial content.

Products and/or services excluded from Channel One programming include those concerning abortion clinics, alcoholic beverages, contraceptives, firearms, ammunition and fireworks, gambling, "head shops" or other establishments actively concentrating on drug related paraphernalia, lotteries, motion pictures rated "R", "NC17", or "X" by the Motion Picture Association of America, prescription drugs, feminine hygiene products, political advertisements, religious time, solicitation of funds, and all tobacco products. Even though the responsibility of developing advertising lies with individual sponsors, Channel One encourages sponsors to develop advertisements that accomplish the following objectives: (a) include a balanced representation of individuals from a variety of social, ethnic, and gender groups; (b) provide positive role models for the viewing audience; (c) include and portray individuals who are physically and/or mentally challenged; (d) emphasize the importance of education and remaining in school; and (e) communicate strong messages about all forms of anti-social behavior, including violence, drugs, and prejudice (Channel One Network, 1996).

**Controversies Involving Channel One**

Part of the controversy concerning Channel One in public schools centers on compulsory attendance. Is it ethical to require all students in public schools to view advertisements? The exploitation of a captive audience of impressionable adolescents by big business is a major concern of many educators, parents, students, and concerned citizens.

The question of compulsory attendance has existed from the time of the Greeks. Ancient philosophers, such as Socrates, Plato, and Aristotle, have written that, to some extent, all people should be educated and encouraged to develop according to their innate gifts and talents. They advocated instruction of all children about basic information and rules of conduct according to the norms of their societies (Pulliam & Van Patten, 1995).
This idea trickled down through the epochs of time to the Puritanical influence of the New England colonies. Many varied and potent forces played a part in the intellectual climate out of which American education developed (Pulliam & Van Patten, 1995). This Puritanical influence is still seen today in some schools across the country, as in the often heated debates concerning Bible reading and prayer in public schools. The Puritanical ethic emphasized a respect for authority, neatness, punctuality, honesty, postponement of immediate gratification, and obeying rules and regulations - all of which echo the ideals of Socrates, Plato, and Aristotle. The same ideals are reflected in the concerns of some about viewing Channel One commercials.

In early America, the movement toward compulsory education was initiated to prevent idleness and to show individuals how to overcome their evil natures. This was primarily done by teaching children to read the Bible. In 1642, Massachusetts passed the Old Deluder Satan Act to insure that all young children be required to learn to read the Bible and to receive religious and moral instruction. The welfare of society and the need for a common education in good citizenship led to compulsory attendance laws in the 19th century, with Massachusetts again leading the way in 1852 (Benton, 1970). By 1918, all states had established some requirements for school attendance.

There are deep reservations about the implications of providing advertisers direct access to students within the walls of tax-supported public schools. In 1993,
there were approximately 12,000 schools subscribing to Channel One in the United States. According to Johnston (1995), this translated into an audience of more than eight million teens - or almost 40% of the 12 - to - 18 year olds who were attending school.

High school students in Fargo, North Dakota, reported Smith (1991), protested the inclusion of Channel One in their school by walking out of their homerooms. They were displeased with the content of the program, which they felt was too elementary for juniors and seniors in high school. However, they did not object to the advertisements, only to the level of maturity of the programs.

UNPLUG, a youth-oriented group that is against requiring students to view advertisements in schools, has launched programs to discourage systems from adopting Channel One (Lahman, 1994). The main UNPLUG office is in Oakland, California. A short article in the 1994 April edition of Seventeen magazine gave teens an 800 number to call to request one of their anti-Channel One information packets. This packet consisted of an opening letter stating UNPLUG's mission for commercial-free education and various newspaper articles and clippings, all of which condemned Channel One's influence in schools.

UNPLUG urges parents, students, and other concerned citizens to become actively involved in the UNPLUG Corporation Campaign by writing and making phone calls to Channel One advertisers, as well as to Channel One itself. In 1994, Chris Whittle sold Channel One for about $250 million to KIII. According to
Reilly's research (1994), KIII is majority owned by Kohlberg Kravis Roberts & Co., which not only publishes the *Weekly Reader* student newspaper and *Funk and Wagnall's New Encyclopedia*, but also controls RJR Nabisco Holdings Corporation, America's second largest cigarette manufacturer.

UNPLUG stated that Channel One disguises itself as news, but that it is really an advertising gimmick targeting students who are required to view it in Channel One schools ("UNPLUG Updates," 1996). UNPLUG reported two victories against Channel One. Florida's Alachua County School District has been in turmoil over whether or not to continue to subscribe to Channel One. After the initial three-year contract ended, the School Board voted not to renew, on the basis that Channel One violated students' Constitutional rights, was technologically obsolete, and cost the district more in lost learning time than the $25,000 worth of free equipment. Alachua County Judge Smith will decide if the required viewing of Channel One does violate students' Constitutionally protected right to privacy.

UNPLUG also reported that in San Jose, California, the East Side Union High School District Trustees voted 4-1 to terminate viewing Channel One in Overfelt High School. Overfelt High School was the first public school in California to carry Channel One, but many community members had opposed it from the beginning. The connection between commercialism in schools and undesirable materialistic values were underscored in the San Jose controversy ("UNPLUG Updates," 1996).
In 1992, a group representing New Jersey school employees filed suit arguing Whittle had violated New Jersey's education laws. Betty Draemer, the New Jersey Education Association president, said Channel One's broadcasts in public schools were an affront to sound educational policies and violated the rights of parents to control their children's exposure to advertising ("The suit," 1992). The suit also alleged that the Whittle-Trenton contract violated the requirements for a thorough and efficient education, the state compulsory attendance laws, and the statutory provisions relating to pupil records. On June 22, 1992, Administrative Law Judge Bruce Campbell ruled the service agreement did indeed violate New Jersey's compulsory attendance laws and the thorough and efficient education clause in the New Jersey state constitution. Judge Campbell ruled that the commissioner and state board of education had jurisdiction over the "educational effects" of the contract. Although the educational television statutes were not found to be violated by the contract, the judge cited the potential for pupil record problems ("Can Local Boards," 1992). The New Jersey education commissioner then said New Jersey schools would be allowed to continue broadcasting Channel One. However, the commissioner also emphasized his decision did not provide school boards a free hand to contract with commercial television companies, and they must guard against the possible abuse of commercialism in schools ("On the Air," 1992, p.1).
Knoxville, the cradle of Channel One, has not been immune to conflicts. A 1992 federal lawsuit there pitted a father and his son against Channel One in the Knox County public schools as a violation of the federal Constitution (Simpson, 1994). However, U. S. District Court Judge Jordan dismissed the case, citing that school officials had allowed the boy in question to leave the classroom during broadcasts.

The California Supreme Court issued an opinion in November 1992 that upheld the legality of Channel One. However, it stipulated the students must be allowed a choice to view or not to view the broadcasts (Simpson, 1994).

North Carolina's Supreme Court has ruled that each local school board has the right whether to subscribe to Channel One or not (State v. Whittle Communications, 328 N.C. 456, 402 S.E. 2d 556, 1991). The North Carolina General Assembly passed a law that assigned schools the authority to decide for themselves which instructional materials to buy, and has defined instructional materials to include advertising ("Can Local Boards," 1992).

Evaluations of the Effectiveness of Channel One

There have been several research reports conducted on the effectiveness of Channel One. In one report, Johnston, Brzezinski, and Anderman (1994) summarized their 3-year study that favorably reflected Channel One's influence. In 1993, a stratified random sample of 100 Channel One schools was chosen to be
representative of the 10,355 schools that were Channel One schools as of fall 1992. In April 1993, Channel One questionnaires were sent to teachers and principals. The response rate for the principal questionnaires was 90% (90 responses) and for the teacher questionnaires the response rate was 42% (2,155 responses).

The teachers were asked to "grade" Channel One on two dimensions involving their perceptions concerning Channel One's ability to be a valuable news program and the quality of information it presented to teens. Fifty-five percent of the teachers awarded Channel One an "A" as a news program, 32% gave it a "B", and 5% gave Channel One a grade lower than a "C". The grades concerning the quality of information for teens paralleled the previous grades: 58% gave Channel One an "A"; 31% gave it a "B"; and 4% scored it lower than a "C". Johnston et al. (1994) also concluded the more frequently teachers watched Channel One, the higher grades they assigned to it.

To the question "Would you recommend Channel One to other schools and teachers?", the favorable responses were in the majority: 67% of the polled teachers said yes, strongly or very strongly; 26% said yes, with reservations; and 7% said no.

Principals were asked in the questionnaire whether or not their schools' curriculums were enhanced by the addition of Channel One. Sixteen percent said their curriculums were much stronger; 45% reported their curriculums were a little
stronger; 38% said their curriculums were about the same; only one person said it was weaker with Channel One. When asked if they planned on renewing their contract with Channel One, 76% of the principals had either already renewed or said it was "very likely" they would; 20% said it was "somewhat likely" they would renew their contracts; and 4% said they would not.

Johnston et al. (1994) found teachers and principals were largely supportive of Channel One and students learned enough about current events to justify Channel One's inclusion in their curriculums. They also assigned the responsibility to each Channel One classroom teacher to help students analyze, assimilate, and digest the knowledge that is presented to them. This three-year project was funded by Whittle Communications (Apple, 1992).

In contrast, the other major research report by Morgan (1993) found the schools that spent the least amount of money on instructional materials were over three times as likely to subscribe to Channel One as were those schools that spent the most. Also, the schools with the greatest concentrations of low-income students were more than twice as likely (37.7% vs. 16.6%) as schools with high-income students to have Channel One. Morgan's research report was prepared for UNPLUG.

According to Celano and Neuman (1995), the inclusion of Channel One in a school's curriculum has little educational value. They conducted a two year study in which a comprehensive high school, code-named East River High School,
was observed. They visited the school 41 different times from September 1990 to May 1992 and conducted formal and informal interviews with both teachers and students to see how they viewed Channel One. They found teachers rarely used Channel One as a focus of instruction in their classrooms. Students' reactions to Channel One varied, both pro and con. It was concluded that lack of teacher preparation and enthusiasm, plus lack of time, were the main reasons for Channel One's failure to enhance the curriculum in that school. The two minutes of commercials were not emphasized in Celano and Neuman's report, only the lack of educational value in the use of the programming.

Holdcraft (1994) conducted a study to analyze teachers' perceptions on the educational value of viewing Channel One in the schools of Gloucester County, New Jersey. Five hundred educators were asked to participate in the qualitative study. The study showed that Gloucester County Channel One teachers had a lack of understanding regarding how to incorporate the information shown on Channel One into the curriculum. Holdcraft noted that teachers were usually hesitant to deviate from the established curriculum because of time limits. The study also showed that only 18% of the districts in Gloucester County conducted assessments, frequently or very frequently, on the effectiveness of Channel One to enhance students' cultural literacy and current events knowledge.
KIII's Channel One

There have been some changes at Channel One from 1990 to 1997 since its birth in Knoxville, Tennessee. Channel One was purchased by KII Communications when Whittle Communications dissolved in 1994. KIII's main offices were moved to New York instead of Tennessee (Channel One Network, 1996). The chairman who took Chris Whittle's place is Ed Winter, who was also one of the founders of Channel One. The program has expanded from a daily news show to an educational network. There is also a web site on the Internet (http://www.channelone.com) that students can use to access information and participate in interactive polls and quizzes.

Channel One is viewed by five times the number of teenagers who watch news broadcasts on ABC, CBS, NBC, and CNN combined. Channel One has been the recipient of more than 100 awards for outstanding design, production, and journalism, including the 1992 George Foster Peabody Award. Since its inception, Channel One news has aired more than $69 million dollars worth of public service announcements (Channel One Network, 1996).

According to Bruce Coleman, (B. Coleman, personal communication, December 16, 1996), there are several extra benefits schools may realize as they become Channel One schools. Aside from the 12-minute daily newscast, there is the Classroom Channel. This provides 250 viewing hours a year of social studies, language arts, science, math, physical education, and current issues which are
aired on Channel One's cable. Channel One schools may tape record and use the programming for one year. This enables a school to create its own video library, updated annually, for only the cost of the blank video tapes. The programming is approved by Channel One's Education Advisory Board, which is comprised of seven educators representing varied disciplines: George Tignor, principal at Parsons High School, Parsons, Kansas; Dr. Jorge Medrano, physics instructor at Lamar Senior High School, Houston, Texas; Carla Day, media studies instructor, Dallas High School, Dallas, Oregon; Kathryn Bonnell, media specialist at Greene-Talliaferro Comprehensive High School, Greensboro, Georgia; Dave Davis, media specialist instructor, Hillcrest High School, Springfield, Missouri; Mary Duginske, media specialist and librarian, Diggs-Johnson Middle School, Baltimore, Maryland; and Bruce Coleman, media specialist, Sullivan East High School, Bluff City, Tennessee.

KIII Communications also has instituted the Educational Buyers Service (ebs), which is available only to Channel One schools. There is a toll-free number (800-852-7177) that offers Channel One teachers educational videos from national distributors at discounted prices. These videos often include teaching guides/support materials to enhance instructional use (B. Coleman, personal communication, December 16, 1996).
Summary

Understanding how children learn is paramount to understanding how to better teach them to become literate individuals. Brain-based earning can be a tool enabling educators to instruct children according to their natural abilities, thus enhancing their growth and retainment of knowledge.

The profoundly important emergence of compulsory elementary and secondary education encompasses centuries of growth and thought. Socrates, Plato, and Aristotle began this with the belief that all people should be educated in some way. This ancient idea trickled down through the ages to the New England colonies as seen in the dame schools and Bible schools of that era. In the early part of the 20th century, nearly all states in America had established requirements for school attendance.

Children are required by compulsory school laws to attend schools or to receive schooling of some type. When a school district subscribes to Channel One, the contract states schools must show the 12-minute newscast, including two minutes of commercials, on 90% of all school days to 90% of the school population.

With an ever-changing, expanding and evolving society such as in the United States, has come entrepreneurism and big business and the need to advertise goods for mass markets. These changes, combined with the impressionability and sometimes vulnerability of adolescents, and with an
increasing orientation toward leisure in America, has resulted in a huge market that can be exploited. Channel One will continue to be a source of educational debate as long as there are school districts that find Channel One’s services and extra dividends too attractive to decline.

This study surveyed Sullivan County middle school teachers who have Channel One in their classrooms and who consequently see first hand the effects of Channel One’s advertisements and programs on students. This study investigated whether Sullivan County middle school teachers believe Channel One is a worthwhile addition to their curriculum. The research should aid Sullivan County school officials in ascertaining the net value of enrolling for additional years with Channel One.
CHAPTER 3

METHODOLOGY

To evaluate and to analyze teachers' perceptions of Channel One's influence in Sullivan County, Tennessee, a research project was initiated in five middle schools that received the broadcasts. The purpose of this chapter is to identify the subjects, define the data gathering instruments, explain the process by which the surveys and interviews were administered, and delineate the procedure for analysis of the data obtained in this research.

A letter was sent to Dr. John O'Dell, Superintendent of Sullivan County Schools, asking permission for the researcher to send surveys and to interview teachers in the five middle schools that have Channel One in their classrooms.

Upon receiving verbal permission from Dr. O'Dell, a letter was sent to each of the five principals requesting permission for their teachers in Channel One classrooms to complete surveys and to be interviewed. Each principal verbally agreed.

The following schools were asked to participate in the study: Blountville Middle School, Holston Middle School, Bluff City Middle School, Ketron Middle School, and Colonial Heights Middle School.

**Design of the Study**

The surveys administered to the teachers in the Channel One middle
schools were designed to obtain information in four areas: (a) Teachers' use of Channel One in their curriculum, (b) students' apparent like/dislike of Channel One, (c) teachers' perceptions of the commercials' effects on the students, and (d) students' apparent preference for certain broadcasts (movies, music, news, and/or educational programs). There were 11 questions on the survey, plus four demographic questions.

A Likert-type scale which called for a graded response to each statement was used to assess the perceptions of the teachers. The teachers were asked to indicate (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree, for each question as it was related to staff involvement and use of Channel One.

**Interviews with Teachers**

Interviews with teachers were conducted in all five of the middle schools in Sullivan County that subscribe to Channel One. Eight teachers from each of the five schools were selected by their respective principals to participate in the interviews. Five open-ended questions that were related to the questions on the survey were asked of each teacher. The teachers' responses were analyzed to provide answers to the research questions.
Validation of the Survey and Interview Questions

A pilot study was conducted in two Sullivan County high schools. Sullivan South and East, in order to gather suggestions about the survey and demographic sheet from teachers who see Channel One firsthand in their classrooms each school day. Ten Channel One teachers, five from Sullivan South and five from East, were given the surveys and demographic sheets to complete. Ten completed responses were returned.

The survey and interview questions were also submitted to the researcher's doctoral committee chair and research representative for suggestions on the instruments. The basis for the instruments was from Taking the Measure of Channel One: A Three Year Perspective, by Johnston, Brzezinski, and Anderman (1994) and from the literature review (See Appendix E).

After incorporating suggestions from the researcher's dissertation committee members and from teachers in the pilot study, the survey and the interview guide were developed into their final formats.

Research Questions

The main questions to be answered in this study are:

1. What are the uses of Channel One in each teaching classroom?

2. What, if any, positive consequences do teachers perceive there are to students who participate in Channel One programming?
3. What, if any, negative consequences do teachers perceive there are to students who participate in Channel One programming?

4. What effects do teachers perceive that Channel One advertising has upon children?

5. In an overall sense, do teachers feel their students are better off with Channel One?

6. Do relationships exist between the independent variables—teachers' ages, years of teaching experience, gender, levels of education attained—and the dependent variable—teachers' perceptions of Channel One's influence on students?

Null Hypotheses

The null hypotheses are as follows:

1. No relationship exists between teachers' age groups and the teachers' perceptions of Channel One's influence on students.

2. No relationship exists between the years of teaching experience and the teachers' perceptions of Channel One's influence on students.

3. No relationship exists between teachers' genders and the teachers' perceptions of Channel One's influence on students.

4. No relationship exists between teachers' levels of education and the teachers' perceptions of Channel One's influence on students.
Analysis of Data

Demographic information was obtained about each teacher's age, gender, educational level and years of teaching experience. Teachers also were asked questions about their perceptions of Channel One. Frequency distributions of responses were computed and sorted in tabular form for both the demographic section of the survey and the questions about teachers' perceptions. The null hypotheses were tested by chi-square statistical tests with a significance level of .05. A copy of the survey is included in Appendix D.

The interview data allowed the researcher to record the perceptions of the teachers concerning Channel One. The interviews also involved triangulation to avoid possible researcher bias. The interviews were reported in narrative form using fictitious names.

During the three days of on-site visits to the middle schools, the researcher watched the 12-minute Channel One news broadcasts and transcribed the programs' contents. Correlation were noted between the Channel One broadcasts and news on the same days that appeared in various national and local newspapers.

Chapter 4 presents the findings of the surveys, interviews, and observations of Channel One broadcasts. Chapter 5 details the summary, conclusions, and recommendations for further study.
CHAPTER 4
ANALYSIS OF DATA

Introduction

Surveys were sent to Sullivan County middle school teachers who have Channel One in their classrooms and who see firsthand the effects Channel One has on their students. Demographic data were analyzed to determine if relationships existed between the independent variables—teachers' ages, years of teaching experience, gender, levels of education attained, and the dependent variable—teachers' perceptions of Channel One's influence on students. Interviews were conducted with eight teachers who were selected by a convenience sample from each middle school that subscribed to Channel One, for a total of 40 interview respondents to the survey instrument. This total represented 47.6% of the 84 respondents and 42.1% of the total population of Channel One teachers.

Chapter 4 is divided into four sections. Part One includes the results obtained from the survey instrument. Part Two relates the teachers' interviews. Part Three details the on-site viewing of Channel One broadcasts. The chi-square test was used to determine whether the observed frequencies for the teachers' responses to the questions relating to students' after viewing Channel One news broadcasts reflected the independent variables in Part Four.
In Chapter 5, a summary of the findings from the survey instrument is presented. Conclusions based on the chi-square tests performed on the demographic data are also included. The recommendations gleaned from this study are the final elements of Chapter 5.

**Part One: Channel One Teacher Survey**

The survey instrument was sent to middle school teachers in Sullivan County, Tennessee, who are viewing Channel One. Ninety-five surveys were mailed, and 84 teachers responded. The return rate was 88%. Two respondents wrote comments on the surveys asking to see the final results of the study. The 11 survey questions were structured to address five research questions:

**Research Question 1: What are the Uses of Channel One in Each Teaching Classroom?**

Three items on the survey (#1, 5, and 9) were constructed to address the uses of Channel One in each teaching classroom. Frequency distributions and percentages are presented on Table 1.

Classroom teachers were asked the degree to which they discussed Channel One stories with their students. Eighty-four teachers responded to the item. The majority of teachers indicated they discussed Channel One stories with their classes. Full data are presented in Table 1.
Classroom teachers were asked if they ever did other work while Channel One was shown. Eighty-four teachers responded to the item. Table 1, Item 2 signified over one-fourth of the teachers were neutral to the item. Complete data are presented in Table 1.

Classroom teachers were asked if they hold their students responsible for knowing the “hard” news information on Channel One. “Hard” pertained to items seen on Channel One such as news broadcasts, current events, and educational programs. Eighty-four teachers responded to the question. Table 1, Item 3 indicated over one-third of the teachers disagreed about the importance of requiring their students to know the “hard” information on Channel One. The data are shown in Table 1.

**TABLE 1**

THE USES OF CHANNEL ONE IN EACH TEACHING CLASSROOM

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>10.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>9.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>64.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>11.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>84</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Item #1: I discuss Channel One stories with my classes.
TABLE 1 Continued...

THE USES OF CHANNEL ONE IN EACH TEACHING CLASSROOM

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #2: I do other work while</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Channel One is on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>13</td>
<td>15.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>22.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>25</td>
<td>29.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>23.8%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>8.39%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #3: I hold my students responsible for knowing the “hard” news information on Channel One.

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>16.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>38.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>26.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>17.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Research Question 2: What, if Any, Positive Consequences do Teachers Perceive There Are to Students Who Participate in Channel One Programming?

Two items on the survey (#4 and 8) were constructed to address the positive consequences of viewing Channel One. Frequency distributions and percentages are presented in Table 2.
Classroom teachers were asked if their students questioned them about things they saw on Channel One. Eighty-four teachers responded to the question. Table 2, Item 1 indicated over one-half of the teachers agreed their students did ask them questions about Channel One stories. The total data are presented in Table 2.

Classroom teachers were asked if their students paid attention to the “hard” news items on Channel One, such as news broadcasts, current events, and educational programs. Eighty-four teachers responded to the question. Table 2, Item 2 indicated over one-half of teachers who responded agreed their students paid attention to “hard” Channel One news. The data are presented in Table 2.

**TABLE 2**

POSITIVE CONSEQUENCES THAT TEACHERS PERCEIVE THERE ARE TO STUDENTS WHO PARTICIPATE IN CHANNEL ONE PROGRAMMING

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>16.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>20.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>57.1%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>84</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Item #1: My students ask me questions about things they see on Channel One.
TABLE 2 Continued...

POSITIVE CONSEQUENCES THAT TEACHERS PERCEIVE THERE ARE TO STUDENTS WHO PARTICIPATE IN CHANNEL ONE PROGRAMMING

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>4.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>10.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>14.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>58.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>11.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #2: My students pay attention to the “hard” news items on Channel One, such as news broadcasts, current events, and educational programs.

Research Question 3: What, if Any Negative Consequences do Teachers Perceive There Are to Students Who Participate in Channel One Programming?

One item on the survey (#7) was constructed to address the negative consequences of viewing Channel One programming. Frequency distributions and percentages are presented on Table 3.

Classroom teachers were asked the degree to which their students paid attention to the “soft” news items on Channel One, such as stories about movies, TV shows, and rock music. Eighty-four teachers responded to the question. Table 3 indicated that in Channel One schools one-half of the teachers agreed their
students paid attention to "soft" news items on Channel One. Complete data are shown in Table 3.

**TABLE 3**

NEGATIVE CONSEQUENCES THAT TEACHERS PERCEIVE THERE ARE TO STUDENTS WHO PARTICIPATE IN CHANNEL ONE PROGRAMMING

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>8.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>50.0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>32.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #1: My students pay attention to the "soft" news items on Channel One, such as stories about movies, TV shows, and rock music.

Research Question 4: What Effects do Teachers Perceive Channel One Advertising Has Upon Children?

Two items on the survey (#10 and 11) were constructed to address the effects teachers perceive there are to students who view Channel One advertising. Frequency distribution and percentages are presented on Table 4.

Classroom teachers were asked if their students paid attention to the commercials on Channel One. Eighty-four teachers responded to the question.
Table 4, Item 1 indicated nearly one-half of the teachers agreed their students paid attention to Channel One commercials, and over one-fourth strongly agreed.

Complete data are presented in Table 4.

Classroom teachers were asked if they believed the commercials on Channel One were appropriate for a school setting. Eighty-four teachers responded to the question. Table 4, Item 2 showed the majority of teachers agreed the commercials were appropriate for a school setting. Full data are presented in Table 4.

TABLE 4
THE EFFECTS TEACHERS PERCEIVE CHANNEL ONE ADVERTISING HAS UPON CHILDREN

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>8.3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>13.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>45.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>25</td>
<td>29.8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #1: My students pay attention to the commercials on Channel One.
TABLE 4 Continued...

THE EFFECTS TEACHERS PERCEIVE CHANNEL ONE ADVERTISING HAS UPON CHILDREN

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>4.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>9.5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>26.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>43</td>
<td>51.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>8.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #2: I believe the commercials on Channel One are appropriate for a school setting.

Research Question 5: In an Overall Sense, do Teachers Feel Their Students Are Better Off With Channel One?

Three items on the survey (#2, 3, and 6) were constructed to address the question of whether or not teachers believe their students are better off with Channel One. Frequency distributions and percentages are presented in Table 5.

Classroom teachers were asked if most students in their school believed it was important to learn about current events. Eighty-four teachers responded to the question. Table 5, Item 1 denoted nearly one-half of the teachers agreed most students believe it’s important to learn about current events. The data are presented in Table 5.
Classroom teachers were asked if the majority of their students enjoyed watching Channel One programming. Eighty-four teachers responded to the question. Table 5, Item 2 indicated the majority of teachers agreed that their students enjoyed watching Channel One. The data are presented in Table 5.

Classroom teachers were asked if they tried to make their students pay close attention to the Channel One broadcasts. Eighty-four teachers responded to the question. Table 5, Item 3 revealed almost one-half of the teachers strongly agreed they did try to make their students pay close attention to Channel One broadcasts. The data are presented in Table 5.

### TABLE 5

TEACHERS' OPINIONS CONCERNING WHETHER OR NOT THEIR STUDENTS ARE BETTER OFF WITH CHANNEL ONE

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>21.4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>21</td>
<td>25.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>46.4%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #1: Most students in this school believe it's important to learn about current events.
TABLE 5 Continued...

TEACHERS’ OPINIONS CONCERNING WHETHER OR NOT THEIR STUDENTS ARE BETTER OFF WITH CHANNEL ONE

<table>
<thead>
<tr>
<th>Teacher Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>9.5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>15.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>58.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>15.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Item #2: The majority of students in this school enjoy watching Channel One.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree
TOTAL

Item #3: I try to make my students pay close attention to the Channel One broadcasts.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree
TOTAL

Part Two: Teacher Interviews

The teacher interview section of the research included meetings with 40 teachers who viewed Channel One in classrooms along with their students. The triangulator was Perry Ramsey. Ramsey was present during each interview and took notes along with the researcher to insure an accurate account of the proceedings. Ramsey is a retired electrician who has taken classes at East
Tennessee State University, and he is a lay person who is knowledgeable about a number of current educational topics. The purpose of the interviews was to conduct an in-depth study of teachers' perceptions of Channel One's influence on students in Sullivan County.

Five research questions concerning teacher perceptions of Channel One's influence on students evoked varied responses. Many teachers had more than one response for each research question. Forty teachers responded to each question. The following percentages are based on 100% of the number of teachers who made similar responses. There were recurring themes throughout the interviews.

**Interview Question 1: How do You Use Channel One in Your Classes?**

Nineteen teachers (47.5%) said they incorporate class discussions of Channel One news into their curriculum. Teachers' names have been disguised as numbers.

Teacher Fifteen explained:

I usually make no effort to use Channel One in my classroom in any particular way other than as a source of news and current events. Occasionally, we will have a class discussion on an interesting topic from that day's program.

Teacher Thirty-nine mentioned:

It often relates to the subject matter that I teach. For us at our age level we discuss current events. We also read newspapers in class, and then we relate what we've seen on Channel One that day.
Nine teachers (22.5%) said they use Channel One in their curriculum mainly to allow students to watch the news and current events. Some of those teachers expressed other uses of Channel One in addition to the presentation of news and current events.

Teacher Twenty-two replied:

They watch it, and most pay attention. I don’t use Channel One in my classes on a regular basis, but I have used it for topics in expository writings. I’ve also given questions from topics seen on Channel One as bonus points for tests. I think Channel One is the only current events some students are ever exposed to.

In the interviews several teachers expressed time as a concern. They said due to time constraints they had to be selective as to how they handled the materials presented on Channel One. Seven teachers (17.5%) said if Channel One news pertains to their subject matter, then they would facilitate class discussions.

Teacher Seven noted:

If there is something in the show’s content that we are currently doing, I will relate it to our studies. If it is slanted (the news) in viewpoint, I will bring that out. I also monitor to see if they are paying attention.

Many of the teachers who were interviewed said they felt Channel One was important enough to warrant student attention. They made an effort to require students to watch Channel One as though it were part of the curriculum and to help maintain classroom discipline. Five teachers (12.5%) said they required students to pay attention to the Channel One broadcasts.

Teacher Four expressed:
I make sure they listen to it—they are not allowed to talk. They are to pay attention—it is not free time! If there's something on the program about science, I try to incorporate it in my unit.

Teacher Twenty revealed:

I require that my students listen to the program. They are not required to take notes, but on our regular tests I use bonus questions from Channel One programs. About one-half of them listen and make comments. The other half doesn't.

Preparation for TCAP tests is a concern for many Tennessee teachers. The personnel at the Sullivan County central office encourages its teachers to begin preparing their students well in advance of the April general testing dates. This includes giving students practice TCAP style tests and quizzes, covering the subject matter thoroughly, and keeping up to date on current educational information. Writing assessment is part of the eighth grade TCAP battery. Five teachers (12.5%) stated they use Channel One news items as topics for journal writing. Only one teacher (2.5%) said the information seen on Channel One was used as material for TCAP preparation.

Teacher Eight emphatically stated:

Many times this year we've had practice writings using Channel One news topics in preparation for the TCAP writing assessment. We've written on topics such as the Oklahoma City bombing, the Presidential election, and national disasters. We have used this extensively and we also discuss it. I incorporate it (Channel One news) in my classes!

Four teachers (10.0%) said that when Channel One news pertains to their subject matter, then they facilitate class discussions on those topics. Four teachers
(10.0%) said they use Channel One broadcasts to facilitate note-taking skills. Three teachers (7.5%) used Channel One as part of the daily routine. Three teachers (7.5%) said they do not use Channel One broadcasts at all in their curriculum. One teacher (2.5%) incorporated computer skills by allowing students to answer daily Channel One on-line survey questions. One teacher (2.5%) related daily newspaper topics to Channel One broadcasts. Two teachers (5.0%) used Channel One news as subject matter for bonus points for regular tests. One teacher (2.5%) used Channel One broadcasts to study propaganda techniques.

Teacher Nine stated:

It is the source for a lot of birdwalking (off task). Lots of times students are very interested in information that is presented on Channel One and ask questions that I can't resist. We usually have a class discussion of the topic. We also use the commercials to learn various propaganda techniques!

**Interview Question 2: What do You Think Are the Positive Effects Channel One Has on Your Students?**

Over one-half (57.5%) of the teachers who were interviewed said Channel One news lets students know about current events.

Teacher Five noted:

Channel One's reporting is good on the news, and it is pretty good at keeping the kids' interests. I like the fact that they use young, eager appearing reporters, and the kids like it, too. Middle school kids usually do not keep up with world news. Channel One gives them the opportunity to experience it.
Teacher Eleven declared:

Channel One presents the news with a special type of flair! Their 12-minute program is brief enough that the students hear current events and are aware of world news. However, the programs are not too long and tiring that they become boring to them.

Teacher Twenty-four explained:

I feel that all Channel One programs, especially the news we see in the morning, gives our students an exposure to things they would not normally be exposed to, in a positive way. The students are exposed to things such as world and current events. Their programs are really very good!

Teacher Twenty-six commented:

Channel One news certainly keeps the students in contact with current world issues. I feel it helps the students to become capable of looking out into the world—that makes Channel One a good stepping stone for them. I’ve noticed the students make comments, voice opinions, and get feedback from their peers concerning the programs that they see.

Eleven teachers (27.5%) stated they think Channel One is the only source of news and current events for many students. Several teachers voiced concern about the apparent lack of interest many of their students usually express regarding current events. According to these teachers, Channel One news programs appear to rekindle students' interest in world events.

Teacher Three said:

For some of the students it is the only current events outside of school instruction that they get. Some students don't often read newspapers or watch the news. I think Channel One news seems to be fairly biased, though. It most often leans toward being anti-establishment.

Teacher Twenty-one shared:
I think this is the only time my students are exposed to current events. Watching Channel One news causes them to think. They do occasionally ask questions. The news is presented in a way that attracts their attention. They can relate to it.

During the teacher interviews many educators expressed satisfaction concerning the subject matter shown on Channel One news. They said that their students were often easily bored, but the topics shown on Channel One seemed to keep their students' interests. Eight teachers (20.0%) said Channel One topics keep the students interested in the news.

Teacher Thirty-eight excitedly replied:

The interesting topics the students see on Channel One news and other Channel One programs broadens their minds and makes them think! It makes them aware of issues other than local ones. However, it also shows how local issues tie in with world events.

Six teachers (15.0%) said their students enjoy discussing Channel One news topics. Time, or the lack of it, was a major factor in the limits of the discussions. However, these teachers said they used some of their class time because the students seemed to enjoy the programs.

Teacher Twenty-two enthusiastically commented:

A positive effect of Channel One is that the students can see the rest of the world. A lot of these kids are so closed-in in their environments! They see that other people around the world have many of the same problems that they do right here, or worse. The variety of subject matter shown, such as the weather, aviation, history, space exploration, is excellent. It opens up a variety of discussion that the kids seem to enjoy.

Teacher Thirty-three emphatically replied:
There are a lot of positive effects from watching Channel One news! Many students pay little attention to the news at all, so this brings current events to the forefront. Sometimes students talk to me about Channel One. It starts the day, it settles our students down while teachers take roll, etc., and it's quiet!

Four teachers expressed their opinion concerning the ages of the Channel One news reporters. Ten percent said the reporters were positive role models for the students. Youth and apparent success in their journalism profession seemed to attract the attention of the students.

Teacher Seven mentioned:

Watching Channel One news keeps the students current on world wide events. There are not too many local issues presented, just general world stuff. The news is delivered by the medium they like--television. The students also identify with the youthful news reporters. The reporters are good at what they do.

Three teachers (7.5%) said their students can compare their own situations with other young people around the world after viewing Channel One. This comment reflected several teachers who voiced their concern about their students living in a closed environment.

Teacher Thirty-nine revealed:

I think the fact that they see current events is positive. The students often see other schools from around the country, and schools from around the world. They can compare how their situations are with foreign students, and they often see how lucky we in America really are. Three teachers (7.5%) said Channel One has good quality news reporting. The way in which the news is presented to the students attracts their attention, therefore making an impact.

Teacher Eight concluded:
I think my students are more informed when they can see something. America is a visual society. Many of our students are news illiterate. Channel One helps to inform them. They've covered topics such as the Red River floods and shootings in foreign countries. Their news has good quality reporting.

One teacher (2.5%) said viewing Channel One helps boost students' TCAP scores. One teacher (2.5%) said Channel One presents useable materials for teaching. However, one teacher (2.5%) expressed the concern that Channel One has little effect on students.

Interview Question 3: What do You Think Are the Negative Effects Channel One Has on Your Students?

Of the five interview questions presented to the teachers, the researcher noticed this question took the longest amount of time to answer. However, the answers were generally the shortest, limited to only a few words. Twenty-three teachers (57.5%) said there were no negative effects.

Teacher Three shared:

I really can not come up with an answer—I cannot think of any negative effects Channel One puts on my students. But they aren't allowed to talk during the program, so they might think that is a negative effect.

Teacher Nine recalled:

I have observed very few negative effects. I don't think any adult alive really enjoys watching all those mindless commercials they put on television today, but the students don't seem to mind. I think the benefits far outweigh the negative effects.
Eight teachers (20.0%) expressed concern about the content of the commercials shown on Channel One. They stated some of the commercials were too controversial or inappropriate for middle school students. A major theme of concern expressed by these teachers was the low level of intelligence presented in many Channel One commercials.

Teacher Five thoughtfully commented:

I don't like some of their commercials. The "Let's Kick A Little Asphalt" commercial didn't sit well with me. It was about skateboarders. Some are controversial. Most ads are appropriate, but a few are not. I feel like we sold our souls to get a TV set in our classrooms.

Teacher Twenty-three said:

I have found some of the ads to be a little brainless. I think the ads try to appeal to some of the silliness in teenagers. The advertisers need to change that approach. They need to keep them on the upper end of intelligence.

Four teachers (10.0%) said the materials presented on Channel One are sometimes too mature for middle school students. Some said they felt the topics might have been appropriate for older students in high school, but not for students in middle school.

Teacher One reported:

Some of the materials might be a little controversial or mature for sixth grade students. Some of the news segments have been about abortion and drugs. Yesterday they talked about rape cases in the military. I don't know if that was appropriate for my young students.

Teacher Twenty-four commented:
I haven't agreed with some of the presentations. For example, the rapper who was recently shot. They may have spent too much coverage on gangs. It kind of glorified it. Channel One reporters said about the rapper, "He died the way he wanted to." I take issue with that!

Teacher Twenty-six explained:

I think Channel One has been really, really careful not to be graphic with violence. Still, it is a news service and you must look at the effects of violence. But compared to some of the violence we see in movies today, it's not too much. I believe the positive far outweighs the negative.

Three teachers (7.5%) said Channel One news was slanted or biased toward an anti-establishment or anti-adult format. They said it appeared the reporters almost always took the side of youth when it came to obeying curfews, laws, etc.

Teacher Seven explained:

My students sometimes don't have a deep understanding of the issues presented. A negative effect may be the slant, the way the news is presented. It appears to be from a business standpoint. I think Channel One puts a slant on the news that often puts adults in a poor light.

Teacher Fifteen concluded:

I believe the reporting on many of the social topics is biased to some degree. I believe that the reporters' views on subjects like teen curfews, ADD, and other related topics are somewhat anti-establishment. That makes us adults look like we are not sympathetic to young people's problems.

One teacher (2.5%) said Channel One should report on more domestic views. There was an adequate amount of international news presented, but not as much news about the United States. One teacher (2.5%) said the students resent being tested on Channel One materials they see each morning. One teacher (2.5%) said students pay more attention to the commercials than to the news.
Interview Question 4: What Effects do You Think the Advertising on Channel One Has on Your Students?

Nineteen teachers (47.5%) stated the students seem to enjoy watching the commercials.

Teacher Three revealed:

I use the ads to teach propaganda techniques. I am not sure there are any negative effects. They love the commercials because they are oriented to that age group. But it's getting pretty bad when Channel One lets advertisers promote soap operas!

Teacher Seven concluded:

It's a good effect for the companies that advertise. The kids identify with the music. Advertising uses "hooks," or catch phrases, to make the ads appealing. They do a good job with that. If advertising could tie their ads in with the curriculum, that would be good.

Teacher Twenty-one shared:

Sometimes the students laugh about the commercials. I don't think it disturbs them. They see so much on television that it doesn't bother them. I've not heard any negative comments from them. I also teach propaganda techniques after the ads.

Six teachers (15.0%) said there were no negative effects on students from watching the Channel One commercials. Most of those six stated the students enjoyed the ads and often sang along with the jingles.

Teacher Thirty-eight reported:

My students really enjoy watching the ads and getting involved with them. During that time they can relax and talk to their neighbors, but I require them to watch the news. We all sometimes sing along with certain ads--they're harmless!
Five teachers (12.5%) said Channel One advertisements have positive educational value. Several teachers stated they teach propaganda techniques from the ads, such as pointing out terms like name-calling and bandwagon. Art was also a subject that was said to be enhanced by watching Channel One ads. Creativity was also mentioned as strengthened by the use of Channel One ads.

Teacher Twenty-two replied:

I find that the students think the ads are amusing. They sing along with them. We've talked about primary colors after the M&M commercials, such as identifying the primary colors of each candy. It might even help them show creativity. I also teach propaganda techniques from the ads.

Four teachers (10.0%) said their students pay no attention to the ads. Most of these teachers reported their students are given time to talk to their neighbors during the commercials, thus ignoring the ads entirely.

Teacher Two explained:

Some news they watch, but when the ads come on, they really talk. Then the subject matter comes back on and they watch. I think the ads constitute too many interruptions—by the time you get them settled down the ads come on, and the students get distracted again.

Teacher Nine revealed:

Advertising has an effect on everyone. I have asked my students this very question—they agreed that they have learned to tune out the commercials. I'm not sure I believe them (the students). I know that the majority of them still want (Michael Jordan) Nike shoes.

Teacher Nineteen declared:

Most of the time my students do not pay attention to the ads. If there is a little catchy jingle to the ad, they will sing along! I'm sure the don't pay attention to the ads like the Channel One people had hoped.
Three teachers (7.5%) said their students pay attention to the ads but probably do not buy their products. Three teachers (7.5%) said the ads have no effect whatsoever on the students.

Teacher Fifteen emphasized:

I don't think the ads have any effect on the students. I see the same ads on regular television programs and so do they. I do think most students pay much more attention to the ads than to the news stories.

Three teachers (7.5%) said they were unsure if the Channel One ads have any effect on their students. Three teachers (7.5%) said the Channel One ads have the same effects as those seen on regular television. Three teachers (7.5%) said the Channel One ads can be detrimental to a learning environment.

Teacher Eight commented:

I think the ads can be very detrimental. Channel One is supposed to be educational. They promote movies that are often violent. Channel One should have good role models, like Tiger Woods, the impressive professional golfer. They should use examples of good role models like him, not like Dennis Rodman, the bad boy on the basketball court. I also think Channel One should not advertise television specials that are very violent.

Two teachers (5.0%) said it depends on what is being advertised if the students pay attention to the ads. These teachers said the attractiveness and attention-getting power of each specific commercial is the key to the students' attention.

Teacher Twenty-three responded:
I notice they get more talkative whenever the ads come on. They are required to be quiet and listen to the news, but I don't require it during the ads. They are aware of the ads, and they may see them as part of the entertainment. They have their favorites and some they don't like. For example, they don't like the ad with the shark who snags a surfer on the gum commercial--they say it's stupid.

One teacher (2.5%) said the students pay more attention to the ads than to the news stories. One teacher (2.5%) said the commercials have a calming effect on the students.

Interview Question 5: On Balance, do You Feel That Your Students Are Better or Worse Off With Channel One, and Why?

Thirty-eight teachers (95.0%) favorably responded they felt their students were better off with Channel One. The favorable benefits that Channel One brought were enough to negate any concern the teachers expressed.

Teacher Eleven said:

I think we're better off. They can see and hear current events. Most don't read newspapers at home. Discussions are prompted among them. They see young people with whom they can identify, and I think the young news reporters are good role models.

Teacher Thirty-eight excitedly replied:

Much, much better! The students are exposed to issues they may not receive at home. It also may bring an emotional response with the issues. I've had students to actually cry over what they've seen. I like the fact that they become aware of current events.

Teacher Thirty-nine emphatically stated:
Oh, we're better off! The fact that they daily see current news—it's not sporadic. Channel One offers the preschool time programming. It has a positive effect—they recognize national leaders and events around the world. The youthful reporters are excellent role models for possible careers in the future.

Fourteen teachers (35.0%) said Channel One brings current events to the students' attention. Similarly, twelve teachers (30.0%) said their students were better off being exposed to the news Channel One offers. They reflected it was advantageous that their students were exposed to the Channel One subject matter and world events even though some students seemed jaded.

Teacher Nineteen revealed:

We're better off. I would think they know a little more about current events, drug education, etc., but they also made fun of a parent who cried when he told of losing a child to drugs. Middle school kids can be weird! They like the young reporters, and pay attention to them.

A constant theme throughout the interviews was the concern the teachers expressed regarding the lack of current events/news in the students' lives outside of class. Nine teachers (22.5%) said Channel One was the only exposure to current events the students received.

Teacher Twenty stipulated:

We're better off. I think it's the only opportunity for some students to know current events. So many students—they watch MTV or listen to music. I like the reporters because they serve as positive role models especially when they go into dangerous countries like Bosnia. My students know these reporters are not far from their own ages, and their work could be life threatening.

Teacher Forty expressed:
I definitely think they're better off. It's the only contact some have with world events. It's good for technology—we like to use the computers to participate in the polls and quizzes. I feel semi-comfortable about having the students to participate with the chat room, if we could get into it. But we do like the on-line polls.

Another frequent theme throughout the interviews was the favorable light in which the teachers held the Channel One youthful reporters. Six teachers (15.0%) said Channel One's young reporters were positive role models. They reported the students see the reporters involved in something worthwhile, connected to the real world. They also stated the reporters were competing at times with adults and were quite successful at it.

Teacher Four responded:

I think we are better off. It brings current events to their attention, and they talk about science, the dangers of drug abuse, etc. Channel One seems to try to show more than one side to the issue. I think because Channel One has youthful reporters the students feel it's more relevant to them.

Three teachers (7.5%) said their students are introduced to more technology through the use of Channel One. The medium of television was cited as useful to induct the students to futuristic technology and telecommunications. It was also stated the high quality equipment would have been difficult to obtain had it not been for Channel One furnishing it.

Teacher Thirty-three emphatically declared:

Absolutely we're better off! We use the equipment in so many ways. We have a technology lab and the students did taping. We use the VCRs at least once a month. Teachers will use the videos for their entire classes.
There's no way we would have had the money to purchase the equipment if it hadn't been for Channel One.

Three teachers (7.5%) said they incorporate Channel One news materials into their lesson plans. Channel One news issues, such as topics about law, journalism, and the Presidential debates, were used to enhance related subject matter in classes. Higher order thinking skills, such as analyzing and synthesizing, were used in the classes.

Teacher Eight emphatically stated:

Oh, better off! I think they are much better off because they are aware of "today." With Channel One I assigned a paper about the Presidential debates and judged their reactions to the audience. They did an opinion paper and made decisions about the candidates. We used both the Channel One program and the regular Presidential debates on television.

Two teachers (5.0%) said Channel One shows more than one side to an issue. Two teachers (5.0%) said Channel One presents teen issues that are relevant to students, thus keeping their interest. Two teachers (5.0%) said watching Channel One helps students to become good citizens and fosters good behavior. Two teachers (5.0%) said viewing Channel One is good for prompting class discussions. Two teachers (5.0%) also commented they personally enjoyed watching Channel One.

Teacher Two stated:

We are better off because my students get to hear about current events, and they will get some news. The ads are a pretty good trade-off for the television sets, equipment, etc. We couldn't afford it otherwise. I personally enjoy Channel One.
One teacher (2.5%) also expressed a positive view concerning Channel One ads as subject matter for teaching. This teacher stated Channel One helps students to become wise consumers by being subjected to various advertising techniques. One teacher (2.5%) said Channel One helps to analyze the students current events knowledge.

From the 40 teachers interviewed, only five percent stated negative opinions concerning Channel One. One teacher (2.5%) complained that some of Channel One programs do not relate to young students. One teacher (2.5%) voiced concern over the scheduling of Channel One. The teacher stated a preference for seeing Channel One at the end of the school day to perhaps cut down on interruptions.

Part Three: Channel One Broadcasts

On May 1, 2, and 5, 1997, the researcher experienced firsthand the effects of Channel One in the classroom. Before the interviews were conducted in the morning at three of the five middle schools, the researcher asked permission from the principal to sit discreetly in the back of any classroom that was equipped with Channel One and to observe the program and its apparent effects on the students. Permission was graciously given from all three principals. In each instance, the principal chose the classroom for the researcher to observe. Newspaper correlations to the programs are noted.
During the first observation on May 1, 1997, the researcher observed 20 eighth-grade students in a science class. The students were talkative, friendly, and seemingly interested in everything but Channel One. When the program came on at approximately 7:45, the teacher firmly instructed the students to be quiet and to pay attention to the program. The students complied.

Various student art work was flashed on the screen for a few seconds, then popular music began. Quick vignettes also flashed on the screen, one of a policeman on patrol, then the scene shifted to school busses, children, and then to President Clinton making a "safe streets" political speech. A "special edition" header then rolled, announcing to the students that this program was to be different from the usual programs.

Two youthful reporters, Tracy Smith and Craig Jackson, began the program. They asked the question "Do teenagers have enough freedom?" and reported over 2,000 teenagers were polled. The program itself was presented in a talk show format, with approximately 75 teenagers in the audience and the two reporters and an older guest in the center of the stage. Applause was then followed by three commercials. At this point the students in the classroom being observed began to talk loudly, oblivious to the ads. The first commercial was an M&M candy ad. The second commercial featured popular karate movie star Jackie Chan promoting Mountain Dew soft drinks. The third commercial was a
public service ad featuring animated crash dummies talking about the importance of wearing safety belts.

When the ads were over, all the students became quiet and most paid attention to the program. The ones who did not pay attention seemed to write notes or to be doing last night's homework. The teacher appeared to be grading papers.

The program resumed and the two Channel One reporters introduced themselves again. The title of the program was "Teenagers and Freedom: Special Edition." The results of the question "Do teenagers have too much freedom?" was rolled across the screen. Forty-seven percent of the students who were polled said they do not have enough freedom, while 43% responded they did have enough freedom.

The guest was Professor Laura Levenson, whose expertise appeared to be law. The two Channel One reporters occasionally deferred to her to make comments. The next question was concerning the fairness and legality of curfews, especially the one much publicized in Orlando, Florida. At this point all the students in the classroom intently peered at the television screen and were very quiet. The result of the survey concerning the fairness and legality of curfews was 50% for curfews and 50% against them. Many of the students shook their heads negatively, as though they were displeased with the results. However, all the students seemed to be paying attention.
Again the students paid close attention to the next survey questions concerning school safety. "Are searches fair in school?" and "Are we safer with random searches?" were the questions. Apparently these were asked as one block question. Fifty-eight percent of those polled supported random searches. The comments from the audience included, "Yes, for our protection" and "That doesn't mean they can harass us."

The next topic concerned mandating school uniforms in public schools. The students in the classroom were once again very attentive to this segment of the program. One reporter said President Clinton believes wearing school uniforms will work well and will help identify non-students. The survey results revealed 83% do not support this measure. The comments from the audience included concerns about the affordability of uniforms and about suppressing individuality.

At this point another set of ads began to appear. Immediately, most of the students in the classroom began to talk, but a few still seemed to be thinking about what they had seen. The first commercial promoted Bubblicious bubble gum. The next commercial was a promotional ad for the soap opera "General Hospital," and this seemed to surprise everyone. One student commented, "God, I hate soaps!"

Channel One's news continued with a segment on cyberspace. Concerns were voiced about indecent materials too readily available to students on the internet. The survey question, "Should teens be free to roam cyberspace while in a
library?", drew rapt attention from the classroom students and the audience on the screen. Professor Laura Levenson gave the legalities of the First Amendment. Seventy percent of those polled were against restriction on the Internet.

Channel One closed its program by showing a Pepsi contest promotion with an 800 number to call. The program ended at 7:55 a.m. There was no class discussion or follow-up by the teacher. There were no references to the main topics presented by Channel One in the Nashville newspaper, The Tennessean, the Kingsport Times-News, or the Chicago Tribune.

On May 2, 1997, the researcher observed a sixth-grade social studies class consisting of 22 students. The students were immediately very quiet, well behaved and went about preparing for class in an orderly fashion. There was a substitute teacher present, but the researcher was informed by the substitute concerning Channel One class procedures. The students were required to take detailed notes and write reflections on each Channel One program. The regular teacher also kept a notebook logging her personal notes and reflections on each day's program to use as a source for class discussions and quizzes. The teacher's notebook was meticulously organized and apparently well integrated into the curriculum. There was obviously a high amount of discipline present and high student achievement expected. The students appeared cheerful and happy to be there.
Channel One's broadcast began at 7:40. After Channel One's logo and music appeared, the program started with the British elections. There was a detailed discussion about the differences between the United States' form of government and the British House of Commons and the House of Lords. The Irish Republic Army and its implications were also quickly discussed. It was pointed out by Richard Kent, Channel One's news correspondent in London, the reason why the United States should care about the British election. Britain is one of America's biggest allies. At the end of the segment it was pointed out that the Labor Party won the election, making Tony Blair the new Prime Minister.

The focus was then on the two Channel One studio reporters who said the next topic would be about the Texas Militia group. Four commercials then aired. The first one was the Bubblicious bubble gum ad, the second ad concerned Sears jeans, the third ad was about Game One pocket videos, and the fourth ad promoted acne medication.

Tracy Smith, the Channel One studio reporter, gave a summary of the Texas Militia group violence, their standoff with the police, and the hostages report. The next topic concerned the controversy about the new Franklin D. Roosevelt memorial. The controversy involved showing the former President sitting as though in a wheelchair, a fact that was shielded as much as possible from the public during his term in office. The outcome of the controversy, whether to portray the President as sitting in a wheelchair or standing, is still pending.
The broadcast ended at 7:50 a.m. The researcher noted the classroom students paid close attention to every portion of the news, including the ads. There was no talking at any time. When the program ended, the students quietly got out their textbooks to begin class. While there was no immediate class discussion, the substitute teacher indicated there would be when the regular teacher came back.

There were correlation for newspaper topics and Channel One news for May 2, 1997. Articles from the *Kingsport Times-News* included news about the British elections ("Labor Scores," 1997) and about the Texas Militia standoff ("Final Offer," 1997).

In *USA Today* there were articles that corresponded to all three major Channel One news topics. The British election was covered (Lynch, 1997), as were the Texas Militia standoff ("Talks Resume," 1997) and the Roosevelt Memorial ("FDR's Search," 1997). *The Tennessean* covered the British election ("Labor Party," 1997), and the Texas secessionists standoff ("Secessionists Let Cold Shoulder Thaw," 1997). *The Atlanta Journal-Constitution* also covered the British election (Salome, 1997) and the Texas secessionists standoff (Montes, 1997). Although today these newspapers did not carry main articles about the FDR Memorial Monument, the May 1 edition of the *Chicago Tribune* did ("Amid Change, FDR Legacy," 1997).

On May 5, 1997, the researcher observed a classroom of 26 sixth grade language arts students preparing to watch the Channel One news. The class was in
an open classroom type setting, with two other classes separated by bookcases and some folding screens. The class the researcher observed immediately became quiet when the program started, but noise could be heard coming from the other two classes. These students also took some notes during the program, but they did not appear as detailed as the previous observation in the second school.

The Channel One news program began at 8:00 a.m. The usual music came on and the Channel One logo. Reporters Tracy Smith and Richard Kent gave a summary of the holiday Cinco de Mayo, the Mexican independence day. The first news topic that was covered concerned balancing the federal budget. The reporter said the federal government pours billions of dollars into educational grants, making college more easily affordable. The reporter, Tracy Smith, said President Clinton wants to spend $51 billion on education next year, but that would necessitate tax cuts. Where to make the cuts was the question. A review of the 1995 shutdown of government services was included in this segment. Then three ads were shown. The first one was an M&M commercial. The second one was a clothing ad from Sears. The third was a Clearasil face wash ad. During the news segments and the ads the researcher noticed the students paid close attention. There was absolutely no talking, but talking could be heard in the adjoining classes.

The news resumed with a report on the Texas Militia compound summary. It was reported that the police used helicopters to search for two militia men who
escaped from the compound. The police was reported to have found 40-60 pipe
bombs and hundreds of rounds of ammunition. The siege lasted seven days. The
militia men reportedly had been wanting to make Texas an independent nation.

Two commercials were then aired. The first one was a Gatorade sports
drink ad. The next ad was a television promotion of the show "Buffy the Vampire
Slayer." At this point some of the students giggled at the ad. The researcher noted
that Channel One programming seemed to move subtly into the commercials
without the reporters saying anything like, "and now, a word from our sponsors."

The news resumed with a description of the National Academic Decathlon
Championship. Some of the nation's top academic students competed in a
scholar's type bowl focusing on "Information Age" questions. One of the
decathlon students who was interviewed made the statement, "We're definitely not
nerds." The students in the classroom were very attentive during this segment, and
the observer noticed the other two classrooms were completely silent for the first
time. There was no immediate class discussion, but the teacher indicated there
would be in social studies class. The teacher also said she occasionally used these
news topics as springboards for journal writing.

The program ended with pop music at approximately 8:12 a.m. There were
some newspaper correlations to Channel One's news program. Kingsport Times-
News, USA Today, The Knoxville News-Sentinel, and The Atlanta Journal-
Constitution covered the Texas Militia standoff update. There was no mention of
the National Academic Decathlon Championship in those newspapers. *USA Today* had a front page article on President Clinton's federal budget proposal (Page, 1997).

**Part Four: Hypotheses Testing**

Hypothesis 1: No relationship exists between teachers' age groups and their perceptions of Channel One's influence on students. Hypothesis 1 was formulated to analyze teacher perceptions of Channel One's influence on students by age groups. Figure 1 shows the ranges and percentages of ages of teachers who completed the survey.

![Figure 1. Teachers' Ages Distribution](image-url)
The analysis revealed that only Item 9 indicated a difference between teachers' age groups and their perceptions of Channel One's influence on students, chi-square \((4, \, N = 84) = 11.48, \, p = .02\). The null hypothesis was retained with all items except number 9. Table 6 summarized the results of the chi-square analysis for teacher age groups. A difference was noted between teachers' ages and students knowing the "hard" news.

### TABLE 6

**SUMMARY OF CHI-SQUARE OF PERCEPTIONS OF CHANNEL ONE'S INFLUENCE ON STUDENTS BY TEACHERS' AGE GROUPS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Chi-square</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss stories with class</td>
<td>3.50</td>
<td>4</td>
<td>.48</td>
</tr>
<tr>
<td>2</td>
<td>Learn about current events</td>
<td>3.35</td>
<td>4</td>
<td>.50</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy watching Channel One</td>
<td>2.86</td>
<td>4</td>
<td>.58</td>
</tr>
<tr>
<td>4</td>
<td>Ask questions</td>
<td>1.24</td>
<td>4</td>
<td>.87</td>
</tr>
<tr>
<td>5</td>
<td>Work during Channel One</td>
<td>.63</td>
<td>4</td>
<td>.96</td>
</tr>
<tr>
<td>6</td>
<td>Pay attention to broadcast</td>
<td>2.56</td>
<td>4</td>
<td>.63</td>
</tr>
<tr>
<td>7</td>
<td>Pay attention to &quot;soft&quot; news</td>
<td>4.59</td>
<td>4</td>
<td>.33</td>
</tr>
<tr>
<td>8</td>
<td>Pay attention to &quot;hard&quot; news</td>
<td>5.08</td>
<td>4</td>
<td>.28</td>
</tr>
<tr>
<td>9</td>
<td>Know &quot;hard&quot; news</td>
<td>11.48</td>
<td>4</td>
<td>.02*</td>
</tr>
<tr>
<td>10</td>
<td>Pay attention to commercials</td>
<td>2.79</td>
<td>4</td>
<td>.59</td>
</tr>
<tr>
<td>11</td>
<td>Believe commercials appropriate</td>
<td>3.56</td>
<td>4</td>
<td>.47</td>
</tr>
</tbody>
</table>

*Significant at the .05 level.

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Hypothesis 2: No relationship exists between the years of teaching experience and their perceptions of Channel One's influence on students.

Hypothesis 2 was formulated to analyze teachers' perceptions of Channel One by years of teaching experience. Figure 2 showed the ranges and percentages of years of teaching experience of teachers who completed the survey.

Figure 2. Distribution of Years of Teaching Experience

The analysis revealed that only Item 1 indicated a difference between years of teaching experience and teachers' perceptions of Channel One's influence on students, chi-square ($4, N = 84$) = 13.30, $p = .04$. The null was rejected only with Item number 1. Table 7 summarized the results of the chi-square analysis for years of teaching experience indicating that the number of years of teaching
creates a difference between teachers who discuss the stories with their students and those who do not.

### TABLE 7

**SUMMARY OF CHI-SQUARE OF PERCEPTIONS OF CHANNEL ONE'S INFLUENCE ON STUDENTS BY YEARS OF TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Chi-square</th>
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</tr>
</thead>
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<td>1</td>
<td>Discuss stories with class</td>
<td>13.30</td>
<td>4</td>
<td>.04*</td>
</tr>
<tr>
<td>2</td>
<td>Learn about current events</td>
<td>2.82</td>
<td>4</td>
<td>.83</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy watching Channel One</td>
<td>2.63</td>
<td>4</td>
<td>.85</td>
</tr>
<tr>
<td>4</td>
<td>Ask questions</td>
<td>2.35</td>
<td>4</td>
<td>.89</td>
</tr>
<tr>
<td>5</td>
<td>Work during Channel One</td>
<td>11.41</td>
<td>4</td>
<td>.08</td>
</tr>
<tr>
<td>6</td>
<td>Pay attention to broadcast</td>
<td>3.93</td>
<td>4</td>
<td>.69</td>
</tr>
<tr>
<td>7</td>
<td>Pay attention to “soft” news</td>
<td>4.94</td>
<td>4</td>
<td>.55</td>
</tr>
<tr>
<td>8</td>
<td>Pay attention to “hard” news</td>
<td>7.97</td>
<td>4</td>
<td>.24</td>
</tr>
<tr>
<td>9</td>
<td>Know “hard” news</td>
<td>4.60</td>
<td>4</td>
<td>.59</td>
</tr>
<tr>
<td>10</td>
<td>Pay attention to commercials</td>
<td>1.90</td>
<td>4</td>
<td>.93</td>
</tr>
<tr>
<td>11</td>
<td>Believe commercials appropriate</td>
<td>7.76</td>
<td>4</td>
<td>.26</td>
</tr>
</tbody>
</table>

*Significant at the .05 level.

Hypothesis 3: No relationship exists between teachers' genders and their perceptions of Channel One's influence on students. Hypothesis 3 was formulated.
to analyze teacher perceptions of Channel One by gender. Figure 3 showed the ranges and percentages of those completing the survey concerning gender.

![Distribution of Gender](image)

Figure 3. Distribution of Gender

The analysis revealed only Item 1 indicated a difference between teachers' gender and their perceptions of Channel One’s influence on students, chi-square \((1, N = 84) = 7.27, p = .03\). The null was rejected only with Item number 1.

Table 8 summarized the results of the chi-square analysis for gender. There is a difference between genders in discussing stories with their classes.
### TABLE 8

**SUMMARY OF CHI-SQUARE OF PERCEPTIONS OF CHANNEL ONE’S INFLUENCE ON STUDENTS BY GENDER**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Chi-square</th>
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</tr>
</thead>
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<td>1</td>
<td>Discuss stories with class</td>
<td>7.27</td>
<td>1</td>
<td>.03*</td>
</tr>
<tr>
<td>2</td>
<td>Learn about current events</td>
<td>4.28</td>
<td>1</td>
<td>.12</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy watching Channel One</td>
<td>1.67</td>
<td>1</td>
<td>.43</td>
</tr>
<tr>
<td>4</td>
<td>Ask questions</td>
<td>5.01</td>
<td>1</td>
<td>.08</td>
</tr>
<tr>
<td>5</td>
<td>Work during Channel One</td>
<td>.70</td>
<td>1</td>
<td>.71</td>
</tr>
<tr>
<td>6</td>
<td>Pay attention to broadcast</td>
<td>4.81</td>
<td>1</td>
<td>.09</td>
</tr>
<tr>
<td>7</td>
<td>Pay attention to “soft” news</td>
<td>.90</td>
<td>1</td>
<td>.64</td>
</tr>
<tr>
<td>8</td>
<td>Pay attention to “hard” news</td>
<td>1.39</td>
<td>1</td>
<td>.34</td>
</tr>
<tr>
<td>9</td>
<td>Know “hard” news</td>
<td>2.15</td>
<td>1</td>
<td>.34</td>
</tr>
<tr>
<td>10</td>
<td>Pay attention to commercials</td>
<td>2.23</td>
<td>1</td>
<td>.33</td>
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<tr>
<td>11</td>
<td>Believe commercials appropriate</td>
<td>4.81</td>
<td>1</td>
<td>.09</td>
</tr>
</tbody>
</table>

*Significant at the .05 level.

**Hypothesis 4:** No relationship exists between teachers’ levels of education and their perceptions of Channel One’s influence on students. Hypothesis 4 was formulated to analyze teacher perceptions of Channel One by level of education. Figure 4 showed the ranges and percentages of teachers’ educational levels of those who completed the survey.
Figure 4. Distribution of Educational Levels

The analysis revealed Items 7 and 9 were significant, for Item 7, chi-square (4, N = 84) = 11.29, p = .02, for Item 9, chi-square (4, N = 84) = 12.67, p = .01. The null was rejected for both items. Table 9 summarized the results of the chi-square analysis for level of education, indicating that there is a difference between teachers' educational levels and the attention paid to "soft" news. A difference was noted in knowing the "hard" news.
### TABLE 9

**SUMMARY OF CHI-SQUARE OF PERCEPTIONS OF CHANNEL ONE’S INFLUENCE ON STUDENTS BY TEACHERS’ LEVELS OF EDUCATION**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
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<td>1</td>
<td>Discuss stories with class</td>
<td>1.35</td>
<td>4</td>
<td>.85</td>
</tr>
<tr>
<td>2</td>
<td>Learn about current events</td>
<td>4.01</td>
<td>4</td>
<td>.40</td>
</tr>
<tr>
<td>3</td>
<td>Enjoy watching Channel One</td>
<td>3.50</td>
<td>4</td>
<td>.48</td>
</tr>
<tr>
<td>4</td>
<td>Ask questions</td>
<td>4.29</td>
<td>4</td>
<td>.37</td>
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<td>5</td>
<td>Work during Channel One</td>
<td>4.21</td>
<td>4</td>
<td>.38</td>
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<td>6</td>
<td>Pay attention to broadcast</td>
<td>8.86</td>
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<td>.06</td>
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<td>Pay attention to “soft” news</td>
<td>11.29</td>
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<td>.02*</td>
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<td>8</td>
<td>Pay attention to “hard” news</td>
<td>1.95</td>
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<td>.75</td>
</tr>
<tr>
<td>9</td>
<td>Know “hard” news</td>
<td>12.67</td>
<td>4</td>
<td>.01*</td>
</tr>
<tr>
<td>10</td>
<td>Pay attention to commercials</td>
<td>9.24</td>
<td>4</td>
<td>.06</td>
</tr>
<tr>
<td>11</td>
<td>Believe commercials appropriate</td>
<td>5.45</td>
<td>4</td>
<td>.24</td>
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</tbody>
</table>

*Significant at the .05 level.

**Summary**

In Part One, the research questions were addressed through the teacher surveys. The majority of teachers indicated they discussed Channel One stories with their classes. Over one-fourth of the teachers were neutral to the question concerning their own work habits during Channel One broadcasts. Over one-third
of the teachers disagreed about the importance of requiring their students to know the “hard” information on Channel One. The majority of teachers agreed their students did ask them questions about Channel One stories. Over half of the teachers agreed their students paid attention to “hard” Channel One news. Over one-half of the teachers agreed their students paid attention to “soft” news items on Channel One. Nearly one-half of the teachers agreed their students paid attention to Channel One commercials. The majority of teachers agreed the commercials were appropriate for a school setting. Nearly one-half of the teachers agreed most students believe it’s important to learn about current events. The majority of teachers agreed their students enjoyed watching Channel One. Almost one-half of the teachers agreed they did try to make their students pay close attention to Channel One broadcasts.

Part Two concerned addressing the research questions through the teacher interviews. There were multiple recurrent themes. Nearly one-half of the teachers said they incorporated class discussions of Channel One news into their curriculum. Over one-half of the teachers who were interviewed said Channel One news lets students know about current events. The majority of teachers said there were no negative effects concerning Channel One. Nearly one-half of the teachers stated the students seemed to enjoy watching the commercials. Almost all teachers favorably responded they felt their students were better off with Channel One.
Part Three revealed a description of the researcher's three days of viewing Channel One news broadcasts. The May 1 broadcast was a "special edition" concerning teenage freedom in America. The May 2 broadcast dealt with the British Prime Minister election, the Texas Militia standoff, and the new Franklin D. Roosevelt memorial. The May 5 broadcast summarized President Clinton's educational spending plan, the Texas Militia standoff, and the National Decathlon Championship. May 2 and May 5 had various newspaper correlations.

In Part Four the research questions and null hypothesis were addressed. Selected items dealing with teachers' perceptions were shown to be significant. There was a relationship between age and levels of education for holding students responsible for knowing "hard" news information on Channel One. Discussing Channel One stories within classes was shown to relate to years of teaching experience and gender. Paying attention to "soft" news items on Channel One related to levels of education.
CHAPTER 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The ultimate goal of all educators is to teach effectively so their students will become literate and productive citizens in an ever-changing world around them. Research in brain-based learning has made it possible for educators to become aware of how children learn and retain knowledge and of what teaching methods work best for individual pupils. Gardner developed the theory of "multiple intelligences" that, in simplest terms, states individuals learn in a variety of ways (Emig, 1997). His theory has been interpreted to suggest that many individuals with relatively low traditional linguistic and logical-mathematical ability may learn more if teachers use strategies directed at learning by means of one or more of the remaining five intelligences.

There is no one set way to teach all individuals. If taught effectively, Channel One has the potential to address "multiple intelligences" in the classroom, or to become a waste of the students' time if used ineffectively.

When Chris Whittle developed the cable television program Channel One, he combined young people's love for watching television with a fast paced news program piped daily into subscribing schools. The standard three year contract gave subscribing schools high-tech equipment, equipment that the schools could
use at their discretion, in order to watch the program. However, the schools were required to view two minutes of commercials along with 10 minutes of news and current events.

Requiring students to be exposed to commercials within public schools has raised much controversy. Some critics have said it is ethically wrong to require a captive audience - students who are required to watch all of Channel One - to be exposed to the potentially detrimental effects of commercials. There has also been cited a lack of educational value to Channel One's programming, but others have been pleased with their contents. Critics have also pointed out many low-income school districts that could not normally afford such state-of-the-art equipment have found Kill's offer too appealing to turn down.

The purpose of this study was to ascertain and to analyze teachers' perceptions of Channel One's influence on middle school students in Sullivan County. Five out of seven middle schools in the county met the enrollment requirements stated in the contract to subscribe to Channel One.

**Summary**

The researcher conducted a study to ascertain teachers' perceptions of Channel One's influence on middle school students in Sullivan County, Tennessee. A letter was sent to the superintendent of Sullivan County schools asking permission for the researcher to conduct the study. After receiving verbal
permission from the superintendent, letters were mailed to the five principals who have Channel One in their school asking permission for teachers to complete surveys and to participate in interviews if they are in a classroom while Channel One is being broadcast. Verbal permission was granted by all five principals.

The research addressed six major questions:

1. What are the uses of Channel One in each teaching classroom?

2. What, if any, positive consequences do teachers perceive there are to students who participate in Channel One programming?

3. What, if any, negative consequences do teachers perceive there are to students who participate in Channel One programming?

4. What effect do teachers perceive Channel One advertising has upon children?

5. In an overall sense, do teachers feel their students are better off with Channel One?

6. Do relationships exist between the independent variables - teachers' ages, years of teaching experience, gender, levels of education attained - and the dependent variable - teachers' perceptions of Channel One's influence on students?

Surveys were given to the teachers in the five middle schools in Sullivan County, Tennessee, who were in a classroom while Channel One was broadcast. Ninety-five surveys were distributed, and 84 surveys were completed and returned to the researcher. The survey consisted of 11 items concerning teachers'
perceptions about Channel One's influence on their students, plus four demographic questions. Frequency distributions were computed for each item on the survey and for the demographic questions and sorted in tabular form. Tables showing the frequency and percentage for each item were shown in Chapter 4.

Interviews with eight teachers who viewed Channel One in a classroom were conducted in each of the five middle schools, for a total of 40 teacher interviews. The focus of the interviews was to gather an in-depth analysis of teachers' perceptions of Channel One's influence on middle school students. Five questions were presented to each of the interviewees. Responses from the interviews and percentages of repeated themes are given in Chapter 4.

The demographic questions on the survey were written to enable the researcher to obtain information about each teachers' age, years of teaching experience, gender, and level of education. The demographic information was then analyzed to determine if there were relationships between each teacher's age, years of teaching experience, gender, and level of education and their perceptions of Channel One's influence on middle school students.

The results from the 11 items were compared with the demographic information. The chi-square test was performed for each of the demographic facts with each of the items on the survey. Tables and graphs found in Chapter 4 show the results of the chi-square tests.
The first research question of the study was to address the uses of Channel One in each teaching classroom. Three items (#1, 5, and 9) were constructed to address the uses of Channel One in each teaching classroom. The results of the survey completed by 84 teachers in the five middle schools subscribing to Channel One reveal over one-half of the teachers agreed they did discuss Channel One stories with their students. Nearly one-third of the teachers were neutral when asked if they ever did any work while Channel One was shown. The majority of teachers either disagreed or were neutral about the importance of holding their students responsible for knowing the "hard" news information on Channel One.

When the researcher conducted the interviews, each of the 40 participants was asked how she or he used Channel One in their classes. Nearly the majority responded they incorporate class discussions of Channel One news into their curriculum.

The second research question in the study was to determine what, if any, positive consequences teachers perceived there were to students who participated in Channel One programming. Two items on the survey (#4 and 8) were constructed to address the positive consequences of viewing Channel One. The results of the survey completed by 84 teachers indicate the greatest number of teachers agreed their students did ask them questions about Channel One stories.
The majority of teachers agreed their students paid attention to "hard" Channel One news.

The 40 interview participants were asked what, if any, positive consequences they perceived there were to students who participated in Channel One programming. The majority of teachers indicated Channel One news lets students know about current events.

The third research question of the study addressed the negative consequences teachers' perceived to students who participated in Channel One programming. One item on the survey (#7) addressed the negative consequences of viewing Channel One. The results of the survey completed by 84 teachers show the majority agreed their students paid attention to the "soft" news items on Channel One.

The 40 interview participants were asked what, if any, negative consequences they perceived there were to students who participated in Channel One programming. The majority said there were no negative effects.

The fourth research question in the study concerned the effects teachers perceived Channel One advertising had upon students. Two items (#10 and 11) were constructed to address these effects. Nearly one-half of the teachers agreed their students paid attention to Channel One commercials. Over one-half of the teachers agreed the commercials were appropriate for a school setting.
The 40 interview participants were asked what effects did they think the advertising on Channel One had on their students. Nearly one-half of the teachers said the students seemed to enjoy watching the commercials.

The fifth research question in the study was to determine if teachers felt their students were better off with Channel One. Three items on the survey (#2,3, and 6) were constructed to address the question of whether or not teachers believe their students are better off with Channel One. Nearly one-half of the teachers agreed most students believe it's important to learn about current events. The majority of teachers agreed their students enjoy watching Channel One. Nearly one-half of the teachers strongly agreed they did try to make their students pay close attention to Channel One broadcasts.

The 40 interview participants were asked if they felt their students were better or worse off with Channel One, and the reason for their belief. Almost every teacher favorably responded they felt their students were better off with Channel One. The most frequent theme for this belief was Channel One programs bring current event to the forefront of the students' attention.

The sixth research question was addressed by the four demographic questions on the survey. The chi-square test was performed to determine if relationships existed between teachers' age groups, years of teaching experience, genders, and levels of education with teachers' perceptions of Channel One's influence on students. A relationship existed between teachers' age groups and
holding students responsible for knowing the “hard” news information on Channel One, such as news broadcasts, current event, and educational programs.

There was a relationship between years of teaching experience and teachers discussing Channel One stories with their classes. There was also a relationship between gender and discussing Channel One stories with their classes.

A relationship existed between teachers' levels of education and their perceptions about students paying attention to the “soft” news items on Channel One, such as movies, celebrities, and popular music. A relationship was also found between teachers' levels of education and their holding students responsible for knowing the “hard” news information on Channel One. No significance was found between all other variables when performing the chi-square tests.

**Conclusions**

The success of any educational program ultimately depends upon the positive attitude and willingness of educators to implement it to the best of their abilities. The researcher found this to be true during the on-site interviews at the five Sullivan County middle schools that subscribe to Channel One. All educators interviewed by the researcher, including the central office personnel involved with the process, seemed genuinely pleased to be asked their opinions about the program. They all expressed an eagerness to know the results of the study.
The researcher found that an overwhelming majority of teachers expressed the opinion their students were better off with Channel One. There were some teachers who expressed concern about the commercialism their students were exposed to during the program, but the majority said they thought the commercials seen on Channel One were appropriate for a school setting. The results of the study revealed Channel One programming has value to the majority of Sullivan County middle school teachers and therefore should be included in Sullivan County's curriculum.

**Recommendations**

**Recommendations to Improve Practice**

Based on the finding that there is a lack of teacher in-service training for teachers who have Channel One in their classrooms (B. Coleman personal communication, September 16, 1997), such workshops should be provided by Channel One personnel, by their trained liaisons, or by closed-circuit or cable television directly to the teachers.

**Recommendations for Further Study**

1. Each state had to support the inclusion of Channel One's programming in public schools before local school boards could adopt it. A study should be conducted to include information from each state secretary of education on their goals and for their perceptions of Channel One.
2. A study should be conducted within a designated system to gather students' perceptions of Channel One's influence on their academic achievements and/or purchasing preferences due to exposure to Channel One advertisements.

3. A study should be conducted involving administrative perceptions of Channel One's influence on the curriculum, their teachers and students. This could be a statewide or nationwide research project.

4. Positive parental involvement is necessary in order to help programs like Channel One be successful, or to terminate those programs if found lacking in value. A research project should be conducted with parents of students involved with Channel One programming to learn their perceptions involving their children's academic advances and/or effects of the commercials.
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APPENDICES
APPENDIX A

LETTER TO SUPERINTENDENT
Researcher's Address
March 26, 1997

Dr. John O'Dell
Superintendent's Address

Dear Dr. O'Dell,

I am a doctoral student at East Tennessee State University and am presently working on my dissertation: *Teacher Perceptions of Channel One's Influence on Middle School Students in Sullivan County, Tennessee.* My chair is Dr. Terrence Tollefson. The purpose of this study is to ascertain and to analyze middle school teachers' perceptions of Channel One's influence on students in Sullivan County.

May I have permission from you to contact your principals in the five Channel One middle schools in Sullivan County (Blountville Middle School, Holston Middle School, Bluff City Middle School, Ketron Middle School, and Colonial Heights Middle School) and then survey and interview the teachers concerning their perceptions of Channel One? I am enclosing a copy of the survey, interview questions, and Colleague Informed Consent Form.

If I am allowed permission to conduct this research, please let me assure you that no individual or school will be identified at any time before, during, or after the study. All responses will be confidential. Teachers will have the right to choose whether or not to participate in the study. I would also be happy to provide you with the results of my research if you like.

Please indicate your decision concerning my research by calling me at home (phone number) or at work (phone number).

Thank you for considering my request.

Sincerely,

Joy Mae Ramsey
Dear

I am a doctoral student at East Tennessee State University and am presently working on my dissertation: *Teacher Perceptions of Channel One’s Influence on Middle School Students in Sullivan County, Tennessee*. My chair is Dr. Terrence Tollefson. The purpose of my study is to ascertain and to analyze middle school teachers perceptions of Channel One's influence on middle school students.

May I have your permission to survey all of your teachers who are involved with Channel One and to interview eight teachers in your school who are in a Channel One classroom? I am enclosing a copy of the survey and interview questions and a Colleague Informed Consent Form.

Permission for this research was secured from Dr. John O'Dell, superintendent of Sullivan County Schools. All responses will be kept strictly confidential. No individual or school will be identified before, during, or after the research. Teachers will have the option not to participate in this study.

I will contact your office by phone to speak to you at your convenience to discuss my study, the distribution of the survey, and a possible time for me to come to your school for interviews.

Thank you for your anticipated cooperation. I am looking forward to talking with you.

Sincerely,

Joy Mae Ramsey
APPENDIX C

LETTER TO RESPONDENTS
Dear Colleague,

As part of a research project required for completion of the Ed. D. degree in Educational Leadership and Policy Analysis at East Tennessee State University, I am investigating teacher perceptions of Channel One's influence on students in Sullivan County, Tennessee. I am requesting your assistance with this project by completing the enclosed questionnaire.

This questionnaire has been given to you with the approval of Dr. Terrence Tollefson, Chair of my doctoral committee at East Tennessee State University and Dr. John O'Dell, superintendent of Sullivan County Schools.

You will find the questionnaire easy to complete—just circle the number corresponding to your first impression. This should take approximately 5 minutes. Your responses will be kept strictly confidential. No individual or school will be identified before, during, or after the study has been completed.

Please return the questionnaire to your principal who will return it directly to me. The return date of all questionnaires is April 21. Thank you in advance for your thoughtful participation in the completion of this study. I look forward to reading your responses.

Sincerely,

Joy Mae Ramsey
APPENDIX D

CHANNEL ONE SURVEY
**TEACHER EVALUATION SURVEY**

Consider your attitudes toward the benefits of using Channel One in your classroom. Then consider the statements below. At the right of the statement, **CIRCLE** the number that corresponds with your feelings. Use the following scale for your responses.

5. Strongly agree  
4. Agree  
3. Neutral  
2. Disagree  
1. Strongly disagree

| 1. I discuss Channel One stories with my class. | 1 2 3 4 5 |
| 2. Most students in this school believe it's important to learn about current events. | 1 2 3 4 5 |
| 3. The majority of students in this school enjoy watching Channel One. | 1 2 3 4 5 |
| 4. My students ask me questions about things they see on Channel One. | 1 2 3 4 5 |
| 5. I do other work while Channel One is on. | 1 2 3 4 5 |
| 6. I try to make my students pay close attention to the Channel One broadcasts. | 1 2 3 4 5 |
| 7. My students pay attention to the "soft" news items on Channel One, such as stories about movies, TV shows, and rock music. | 1 2 3 4 5 |
| 8. My students pay attention to the "hard" news items on Channel One, such as news broadcasts, current events, and educational programs. | 1 2 3 4 5 |
| 9. I hold my students responsible for knowing the "hard news" information on Channel One. | 1 2 3 4 5 |
| 10. My students pay attention to the commercials on Channel One. | 1 2 3 4 5 |
| 11. I believe the commercials on Channel One are appropriate for a school setting. | 1 2 3 4 5 |

*This survey was developed by Joy M. Ramsey, based upon questions and ideas of Johnston, Brzezinski, & Anderman, (1994) from Taking the Measure of Channel One: A Three Year Perspective. The researcher gratefully acknowledges the use of this material.*
TEACHER EVALUATION SURVEY

Demographic Data

Place a mark (X) beside the appropriate answer.

1. What is your age group?
   () a. 21-30
   () b. 31-40
   () c. 41-50
   () d. 51-60
   () e. over 60

2. How many years of teaching experience do you have?
   () a. 1-5
   () b. 6-10
   () c. 11-15
   () d. 16-20
   () e. over 20

3. What is your gender?
   () a. male
   () b. female

4. What is your educational level?
   () a. Bachelor's
   () b. Master's
   () c. Master's + 30 semester hours
   () d. Ed.S.
   () e. Doctorate
## Validation of Survey Questions
### In Literature Review

<table>
<thead>
<tr>
<th>Question</th>
<th>Source</th>
<th>Personal Experiences</th>
</tr>
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<tbody>
<tr>
<td>1. I discuss Channel One stories with my class.</td>
<td>Narrative entry point of learning – Gardner, 1991</td>
<td></td>
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<tr>
<td></td>
<td>Flexible learning motivation styles – Caine and Caine, 1991</td>
<td></td>
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<td></td>
<td>Classroom teachers should help students analyze, assimilate, and digest the knowledge that is presented to them – Johnston.</td>
<td></td>
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<td></td>
<td>Brzezinski and Anderman, 1994</td>
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</tr>
<tr>
<td>2. Most students in this school believe it’s important to learn about current events.</td>
<td>Rich and varied base of knowledge is needed to enhance brain “spurts” – Healy, 1989</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ enthusiasm over viewing Channel One news – Chase, 1989</td>
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<td></td>
<td>Changing attitudes and reporting on the importance of scientific current events – Sagan, according to Sands, 1997</td>
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</table>
3. The majority of students in this school enjoy watching Channel One.

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<tr>
<th>Question</th>
<th>Source</th>
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<tr>
<td></td>
<td>Objections of students over maturity level of Channel One's program content—Smith, 1991</td>
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<tr>
<td></td>
<td>Students’ enthusiasm over watching Channel One news—Chase, 1989</td>
</tr>
<tr>
<td></td>
<td>Pro and con reactions—Celano and Neuman, 1995</td>
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</table>

4. My students ask me questions about things they see on Channel One.

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<tr>
<th>Question</th>
<th>Source</th>
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<tr>
<td></td>
<td>To enhance cultural literacy and current events knowledge—Holdcraft, 1994</td>
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<tr>
<td></td>
<td>Foundation entry point of learning—Gardner, 1991</td>
</tr>
<tr>
<td></td>
<td>Media propaganda techniques could be studied—Rank, 1994</td>
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5. I do other work while Channel One is on.

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<tr>
<th>Question</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lack of teacher preparation and enthusiasm—Celano and Neuman, 1995</td>
</tr>
<tr>
<td></td>
<td>Time constraints of teachers—Holdcraft, 1994</td>
</tr>
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</table>

6. I try to make my students pay close attention to Channel One broadcasts.

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td></td>
<td>Teachers grade Channel One on quality of information—Johnston at et., 1994</td>
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<td></td>
<td>Lack of understanding on how to incorporate Channel One’s information into the curriculum—Holdcraft, 1994</td>
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<tr>
<td>Question</td>
<td>Source</td>
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<tr>
<td>7. My students pay attention to the “soft” news items on Channel One, such as stories about movies, TV shows, and rock music.</td>
<td>Definite lack of educational value in the use of Channel One's programming—Celano and Neuman, 1995 American adolescents in 1994 spent $89 billion on food, clothing, videos, music, and soft drinks—Greenwald, 1994 Question of Channel One’s ability to enhance curriculum—Johnston et al., 1994</td>
</tr>
<tr>
<td>8. My students pay attention to the “hard” news items on Channel One, such as news broadcasts, current events, and educational programs.</td>
<td>Channel One is watched by 5 times more teenagers than ABC, CBS, NBC, and CNN combined—Channel One Network, 1996 The Classroom Channel—Personal Interview with B. Coleman. 1996</td>
</tr>
<tr>
<td>9. I hold my students responsible for knowing the “hard” news items on Channel One.</td>
<td>Lack of adequate assessment on effectiveness of Channel One—Holdcraft, 1994 Website and interactive polls and quizzes—Channel One Network, 1996</td>
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<tr>
<td>Question</td>
<td>Source</td>
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<tr>
<td>10. My students pay attention to the commercials on Channel One.</td>
<td>UNPLUG's concerns of &quot;Commercial racism&quot; - Lahman. 1994 Charren, founder of Action for Children's Television, objects to Levi's 501 jean commercial—Trimble, 1995 The average American Child has viewed 20,000 commercials a year before enrolling in school—Grekel, 1989 Violates rights of parents to control their children's exposure to ads—&quot;The suit,&quot; 1992</td>
</tr>
<tr>
<td>11. I believe the commercials on Channel One are appropriate for a school setting.</td>
<td>UNPLUG actively opposes requiring students to view ads on Channel One—Lahman. 1994 Charren objects to Levi's 501 jean commercial—Trimble. 1995 Ads should be studied as part of language arts program—Rank. 1994 The policy of Channel One is to present ads that are truthful and tasteful and not misleading or deceptive—Channel One Network. 1996</td>
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<tr>
<td>Questions</td>
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<tr>
<td>The connection between commercialism in schools and undesirable</td>
<td>UNPLUG Updates, 1996</td>
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<td>materialistic values</td>
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<td>Instructional materials may include advertising</td>
<td>Can Local Boards, 1992</td>
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APPENDIX F

CHANNEL ONE
INTERVIEW QUESTIONS
Channel One Interview Questions

1. How do you use Channel One in your classes?

2. What do you think are the positive effects Channel One has on your students?

3. What do you think are the negative effects Channel One has on your students?

4. What effects do you think the advertising on Channel One has on students?

5. On balance, do you feel that your students are better or worse off with Channel One, and why?
APPENDIX G

VALIDATION OF INTERVIEW QUESTIONS
IN LITERATURE REVIEW

125
# Validation of Interview Questions in Literature Review

<table>
<thead>
<tr>
<th>Questions</th>
<th>Source</th>
<th>Personal Experiences</th>
</tr>
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<tbody>
<tr>
<td>1. How do you use Channel One in your classes?</td>
<td>To map onto the multiple intelligences—Gardner, 1991</td>
<td>Use of the Classroom Channel—B. Coleman, December 18, 1996</td>
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<tr>
<td></td>
<td>The learner should be involved in talking, reading, viewing, acting, and valuing—Caine and Caine, 1991</td>
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<td></td>
<td>Extra use of equipment at the discretion of the school—Greenberg and Brand, 1993</td>
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<td></td>
<td>Studying propaganda techniques—Rank, 1994</td>
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<td></td>
<td>Instructional materials—Morgan, 1993</td>
<td></td>
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<td></td>
<td>Help students analyze, assimilate, and digest knowledge that is presented to them—Johnston, Brzezinski, and Anderman, 1994</td>
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<td></td>
<td>Lack of understanding on how to incorporate Channel One's information—Holdcraft, 1994</td>
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<tr>
<td>Question</td>
<td>Source</td>
<td>Personal Experiences</td>
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<tr>
<td>2. What do you think are the positive effects Channel One has on your students?</td>
<td>Conveying the excitement of scientific discoveries—Sagan, according to Sands, 1997</td>
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<td></td>
<td>To help students learn more about the world—Moore and Lennon, 1989</td>
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<td></td>
<td>Student enthusiasm—Chase, 1989</td>
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<tr>
<td>3. What do you think are the negative effects Channel One has on your students?</td>
<td>Little beneficial educational value—Celano and Neuman, 1995</td>
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<td></td>
<td>UNPLUG's charge of &quot;commercial racism&quot;—Lahman, 1994</td>
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<td></td>
<td>Charren's objection to commercial—Trimble, 1995</td>
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<td></td>
<td>Students walk out of Channel One school—Smith, 1991</td>
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<td></td>
<td>An affront to sound educational policies—&quot;The suit,&quot; 1992</td>
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<td></td>
<td>Channel One targets lower income students—Morgan, 1993</td>
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<td>Failure to enhance curriculum—Celano and Neuman, 1995</td>
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<td>Question</td>
<td>Source</td>
<td>Personal Experiences</td>
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<td>4. What effects do you think the advertising on Channel One has on students?</td>
<td>Ads have contributed to forming American youth culture-- Wartella, 1995</td>
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<td>Even though high school students in Fargo, North Dakota, object to Channel One programming content, they do not object to their ads-- Smith, 1991</td>
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<td>An advertising gimmick targeting students who are required to view Channel One-- UNPLUG Updates, 1996</td>
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<td>School boards must guard against the possible abuse of commercialism in schools-- On the Air, 1992</td>
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<td>5. On balance, do you feel that your students are better off with Channel One?</td>
<td>Attractive fringe benefits-- Johnston, 1995</td>
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<td>Little educational value-- Celano and Neuman, 1995</td>
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<td>Arguments for commercial-free education-- Lahman, 1994</td>
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<td>Violated the requirements for a thorough and efficient education-- &quot;The suit,&quot; 1992</td>
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<td>Teachers and principals &quot;grade&quot; Channel One favorably-- Johnston et al, 1994</td>
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APPENDIX H

INFORMED CONSENT FORM
INFORMED CONSENT

PRINCIPAL INVESTIGATOR: ________________________________

TITLE OF PROJECT:  *Teacher Perceptions of Channel One's Influence On Middle School Students in Sullivan County, Tennessee*

PURPOSE: The purpose of this study is to learn the feelings and perceptions that Sullivan County middle school teachers have about Channel One's influence on their students. This may help to discover if having Channel One in our middle schools enhances our curriculum and is a worthwhile addition to our curriculum.

DURATION: The interview you are requested to participate in will take approximately 10-15 minutes.

PROCEDURES: I will ask you five open-ended questions relating to Channel One. You will state your opinions and I will write down your responses.

POSSIBLE RISKS/DISCOMFORTS: There will be no possible risks or discomforts. No recording devices will be used, to help insure confidentiality. No real names will be used, only made-up ones, like "Teacher One", "Teacher Two", etc. No individual or school will be identified before, during or after the interview.

CONTACT FOR QUESTIONS: If you have any further questions about this study, you may call me at home (number) or at work (number) and I will try to answer any additional questions you may have.

CONFIDENTIALITY: Every attempt will be made to see that my study results are kept confidential. A copy of the records from this study will be stored in a locked filing cabinet in my home for at least 10 years after the end of this research. The results of this study may be published and/or presented at meetings without naming individuals as subjects. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the ETSU Institutional Review Board, FDA, the VA, the Research & Development Committee, and the ELPA Department Chair at ETSU do have free access to any information obtained in this study should it become necessary and should you freely and voluntarily choose to participate. You may withdraw at any time without prejudice.

SIGNATURES: The nature, demands, risks, and benefits of the project have been explained to me as well as is known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me.
Your study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

(Signature of Volunteer) (Date)

(Signature of Investigator) Date)
JOY MAE RAMSEY

**Personal Data:**
- **Date of Birth:** September 23, 1953
- **Place of Birth:** Kingsport, Tennessee
- **Marital Status:** Single

**Education:**
- Public Schools, Sullivan County, Tennessee
- East Tennessee State University, Johnson City, Tennessee; Secondary Education, B.S., 1975
- Union College, Barbourville, Kentucky; education, M.A., 1988
- East Tennessee State University, Johnson City, Tennessee; educational administration, Ed.S., 1995
- East Tennessee State University, Johnson City, Tennessee; educational leadership, Ed.D., 1997

**Professional Experience:**
- Teacher, Sullivan West High School; Kingsport, Tennessee; 1975-1980
- Teacher, Sullivan Middle School; Kingsport, Tennessee; 1980-1997

**Honors and Awards:**
- B.S., *cum laude*, Secondary Education, East Tennessee State University, Johnson City, Tennessee; 1971
- Teacher of the Year at the school level, Sullivan Middle School, Kingsport, Tennessee; 1986 and 1990
- Life Member, Sullivan Middle School PTA, 1989
- Member, Kappa Delta Pi, 1994
- Recipient in the First Annual Innovative Classroom Practices Award sponsored by the East Tennessee State Chapter of Phi Delta Kappa, 1994
- Highlighted in *Sullivan County News* for classical literature in the classroom, 1994