

MASTER

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Development of Educational Technology in Central and Eastern Europe Studies

Division of Structures, Content, Methods
and Techniques of Education
Section of Methods, Materials and Techniques

Very Important
paper. PROVES
that what U.S.A.
(Dept. of Ed + Carnegie) doing
right now (1987) is essential to
participation in One World Social
education system.

"The development of educational technology in the Central and Eastern European countries", as commissioned by the UNESCO Secretariat, is summarized on the basis of the oral and written information supplied by the countries having attended the Budapest International Seminar on Educational Technology in 1976. The countries involved are as follows: People's Republic of Bulgaria, Socialist Republic of Czechoslovakia, Republic of Finland, Republic of Greece, Socialist Federal Republic of Yugoslavia, People's Republic of Poland, People's Republic of Hungary, German Democratic Republic, Union of Soviet Socialist Republics. Data were also supplied by the Socialist Republic of Rumania which could not participate in the Seminar.

The factors exercising a decisive influence on the present standards of the application of educational technology and the strategies and rate of its further spread in the countries listed above are as follows:



- a./ the overwhelming majority of the countries represented /8 out of 10/ are socialist states;
- b./ except for the Soviet Union and Finland the nations concerned can be classified into the category of fairly developed countries from the technological point of view.

On the basis of the above factors some of the specific characteristics of the development of educational technology will be underlined. It follows from the essence of the socialist structure of the state in the countries concerned /except Finland and Greece/ that their educational system is centralized. This creates an extremely favourable situation for central state measures designed to modernize education. The socialist state possesses the means necessary for education, for the widespread use of methodology based on solid technological foundations and of the media and means of educational technology. This fact, however, coincides with increased responsibilities to be born by the organs engaged in decision-making. In a situation in which millions of students learn and hundreds of thousands of educationalists teach, on the basis of unified curricula, decisions involving the development of the method to be adopted in education and of the media and aids of educational technology call for very thorough preparatory work. From the point of view of the development of educational technology the socialist countries are also in a favourable position because of the fact that television, school television, radio and school radio are operated centrally and are, to a considerable extent, at the service of education.

①

① Carnegie Teacher Certification

② NAEP Expansion - State Comparisons - teach to Natl. Test

The socialist countries also have a substantial advantage from the aspect of the development of educational technology because the training and in-service training of teachers rest on a uniform basis. ② In addition, curricula are a uniform in the individual countries and for the different types of schools: harmony between the curricular activities and the development of educational technology can be therefore established comparatively easily.

National Test
National Cur
Centralized (Socialist)

The organizational set up of the supply of audio-visual aids and materials of vocational training is also easy to describe. Relevant research and planning are the responsibilities of the Research Institute of Vocational Training while production and distribution are in the hands of the Centre Supplying Vocational Schools with Teaching Aids.

"Long distance" education is a comparatively new field and is the responsibility, in the first place, of school radio and school television, but the National Centre for Educational Technology is also engaged with relevant research.

The activities carried on by most institutes are of several directions. The National Centre for Educational Technology is responsible, for instance, for designing and producing the audio-visual materials, while the Centre Supplying Vocational Schools with Teaching Aids is in charge of their production and distribution. In the case of school radio and school television both planning, production and distribution are in one hand. In the case of audio-visual materials and aids designed for public education, more than one enterprise is engaged with production, since the production of the zero series is the responsibility of the National Centre for Educational Technology and serial production is in the hands of the Teaching Aid Producing and Sales Company. In the field of vocational training the Centre Supplying Vocational Schools with Teaching Aids is in charge of producing, distributing and borrowing teaching aids.

The schools are given credit centrally by the Ministry of Education for making their purchases on the basis of the list of teaching aids compiled by the Ministry of Education; they can also borrow audio-visual materials and aids from the Budapest Pedagogical Institute, the County Film Archives which are subordinated to the local municipal council.

*UNESCO
control
of
tech
nology/
software*

In all the forms of activities the supreme body to which the different planning and producing institutes are subordinated is very important because if all of them belong to the same authority /for instance, the National Centre for Educational Technology, the National Pedagogical Institute, the Teaching Aid Producing and Sales Company and the Textbook Publishing House are all subordinated to the Ministry of Education/ it is much easier to establish cooperation among them. Most of the problems arise at the stage of production because there are overlappings that are difficult to eliminate because the enterprises engaged with production are subordinated to different ministries. For example, each of the film studios run by the different ministries make their own educational films and so it may occur that several films are made simultaneously about one particular subject or theme. In an effort to solve or eliminate such and similar problems the Inter-Ministerial Scientific Coordinating Council for Educational Technology /IISOCET/ was established by the Minister of Education in agreement with the other ministers. The National Centre for Educational Technology is in touch with all the ministries and a number of national institutions through IISOCET making it possible to coordinate the production of software not only within the sphere of authority of the Ministry of Education but also within that of the other ministries.

B C2 F GDR G H R SU Y

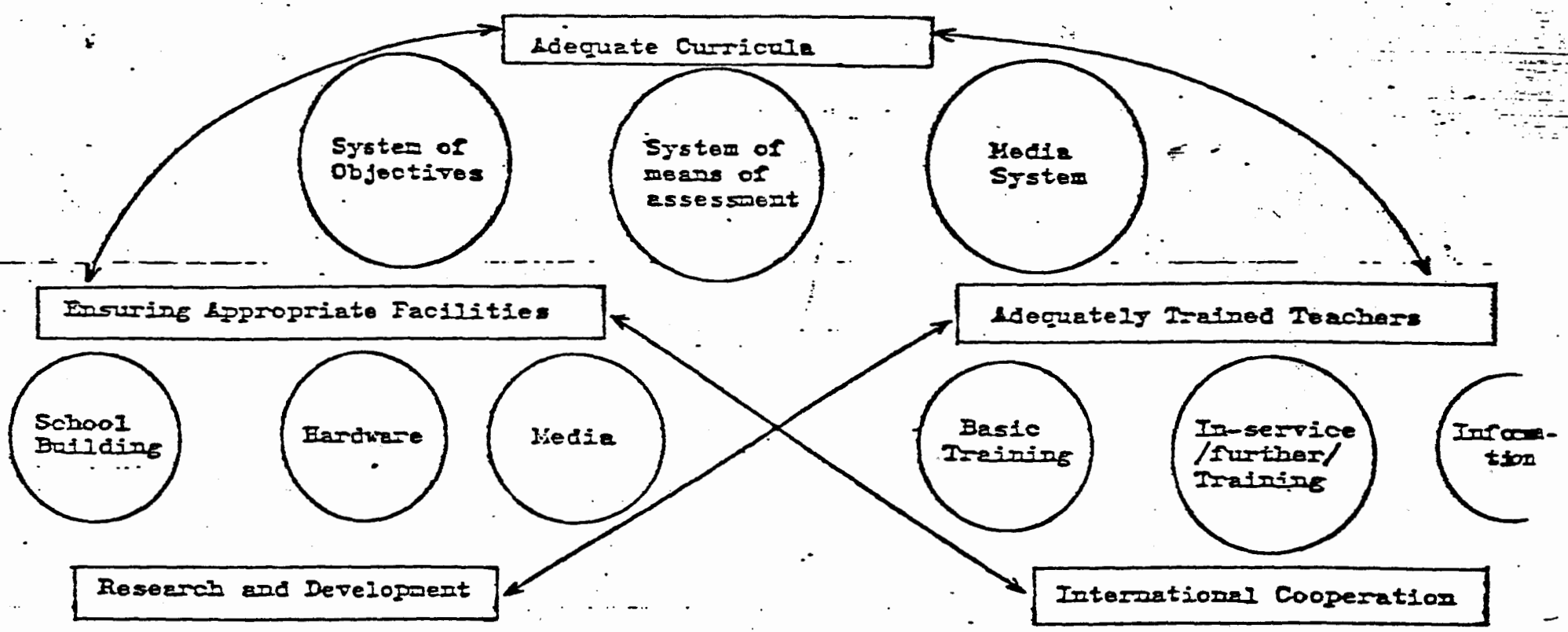
<i>School Family Community Partnerships</i>	Improvement of relations between school and actual life	+	+	+	+	+	+	+	+	+
	Settlement of problems caused by teacher shortage			+						
<i>New Teacher Eval. (Career Ladders) Carnegie</i>	Development of the evaluability of the teaching-learning process			+	+			+		
	Integration in the field of educational research and production								+	
	Development of new methods for the planner of education				+			+		+
<i>Paulov</i>	Spreading the methodological alternatives for enhancing motivation			+	+			+		+
<i>Mastery Learning</i>	Establishment of the system of independent learning			+				+	+	+
<i>Carnegie</i>	Supporting the teachers in performing their activities			+	+	+	+	+		+
<i>Community Ed. School- based Clinics, lifelong learning</i>	Inclusion of other strata of the society in systematic learning			+	+		+	+	+	+

Let us review the factors influencing the introduction of educational technology one by one.

These 2 pages provide ample evidence that U.S. & SOV Systems almost same. Don't forget this paper dated 1977!

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Paris, Nov. 1977

FACTORS INFLUENCING THE INTRODUCTION OF EDUCATIONAL TECHNOLOGY



This reflects various components of U.S. educ'd system in 1982 - 1990 the same!