

"SESAME STREET" REVISITED

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Continuities in Evaluation Research

Sesame Street Revisited

Thomas D. Cook



Sesame Street Revisited:

"Sesame Street" revisited ,1975 Sesame Street Revisited Thomas D. Cook,1975-09-26 In the course of its television lifetime Sesame Street has taught alphabet related skills to hundreds of thousands of preschool children But the program may have attracted more of its regular viewers from relatively affluent homes in which the parents were better educated Analyzing and reevaluating data drawn from several sources principally the Educational Testing Service s evaluations of Sesame Street the authors of this book open fresh lines of inquiry into how much economically disadvantaged children learned from viewing the series for six months and into whether the program is widening the gap that separates the academic achievement of disadvantaged preschoolers from that of their more affluent counterparts The authors define as acute dilemma currently facing educational policymakers what positive results are achieved when a large number of children learn some skills at a younger age if this absolute increase in knowledge is associated with an increase in the difference between social groups **Viewers Like You** Laurie Oullette,2012-07-24 How public is public television if only a small percentage of the American people tune in on a regular basis When public television addresses viewers like you just who are you Despite the current of frustration with commercial television that runs through American life most TV viewers bypass the redemptive oasis of the wasteland represented by PBS and turn to the sitcoms soap operas music videos game shows weekly dramas and popular news programs produced by the culture industries Viewers Like You traces the history of public broadcasting in the United States questions its priorities and argues that public TV s tendency to reject popular culture has undermined its capacity to serve the people it claims to represent Drawing from archival research and cultural theory the book shows that public television s perception of what the public needs is constrained by unquestioned cultural assumptions rooted in the politics of class gender and race *The Plug-In Drug* Marie Winn,2002-03-26 How does the passive act of watching television and other electronic media regardless of their content affect a developing child s relationship to the real world Focusing on this crucial question Marie Winn takes a compelling look at television s impact on children and the family Winn s classic study has been extensively updated to address the new media landscape including new sections on computers video games the VCR the V Chip and other control devices TV programming for babies television and physical health and gaining control of your TV *The Promise of Preschool* Elizabeth Rose,2010-03-17 The past 45 years have seen the emergence of education for young children as a national issue spurred by the initiation of the Head Start program in the 1960s efforts to create a child care system in the 1970s and the campaign to reform K 12 schooling in the 1980s Today the push to make preschool the beginning of public education for all children has gained support in many parts of the country and promises to put early education policy on the national agenda Yet questions still remain about the best ways to shape policy that will fulfill the promise of preschool In *The Promise of Preschool* Elizabeth Rose traces the history of decisions on early education made by presidents from Lyndon Johnson to George W Bush by other lawmakers and by experts advocates

activists and others Using this historical context as a lens the book shows how the past shapes today s preschool debate and provides meaningful perspective on the policy questions that need to be addressed as we move forward Should we provide preschool to all children or just to the neediest Should it be run by public schools or incorporate private child care providers How do we most effectively ensure educational quality and success The Promise of Preschool is a balanced in depth investigation into these and other important questions and demonstrates how an understanding of the past can stimulate valuable debate about the care and education of young children today

Television George Comstock, Erica Scharrer, 1999-04-15 Television What s On Who s Watching and What It Means presents a comprehensive examination of the role of television in one s life The emphasis is on data collected over the past two decades pointing to an increasing and in some instances a surprising influence of the medium Television is not only watched but its messages are attended to and well understood There is no shame in spending hours in front of the set in fact people over estimate the time they spend viewing Television advertising no longer persuades it sells by creating a burst of emotional liking for the commercial The emphases of television news determine not only what voters think about but also the presidential candidate they expect to support on election day Children and teenagers who watch a great deal of television perform poorly on standardized achievement tests and among the reasons are the usurpation of time spent learning to read and the discouragement of book reading Television violence frightens some children and excites others but its foremost effect is to increase aggressive behavior that sometimes spills over into seriously harmful antisocial behavior Incorporates social psychology political science sociology child development and the growing field of communications Presents tables and graphs clarifying theories and linking sets of data Paints concise portraits of the role of television in entertainment politics and child rearing Contains background for dozens of lectures and articles Contains a comprehensive bibliography of more than 1000 citations many recent

Handbook of Research on New Literacies Julie Coiro, Michele Knobel, Colin Lankshear, Donald J. Leu, 2014-04-04 Situated at the intersection of two of the most important areas in educational research today literacy and technology this handbook draws on the potential of each while carving out important new territory It provides leadership for this newly emerging field directing scholars to the major issues theoretical perspectives and interdisciplinary research pertaining to new literacies Reviews of research are organized into six sections Methodologies Knowledge and Inquiry Communication Popular Culture Community and Citizenship Everyday Literacies Instructional Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section The final section of the Handbook reprints five central research studies Each is reviewed by two prominent researchers from their individual and different theoretical position This provides

the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so. It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research. The Handbook of Research on New Literacies is intended for the literacy research community broadly conceived including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science, cognitive science, psychology, sociolinguistics, computer-mediated communication and other related areas that find literacy to be an important area of investigation.

Annual Evaluation Report on Programs Administered by the U.S. Office of Education United States. Office of Education. Office of Planning, Budgeting, and Evaluation, **The Oxford Handbook of Internet Studies** William H. Dutton, 2013-01-10. The Handbook is a landmark in the dynamic and rapidly expanding field of Internet Studies bringing together leading international scholars to strengthen research on how the Internet has been studied and the discipline's fundamental questions and shape research policy and practice for the future.

Measurement and Research in the Accountability Era Carol Anne Dwyer, 2005-03-30. The subject of accountability warrants thoughtful and dispassionate attention in today's educational environment. The accountability and school reform policies that are put in place today will have wide-ranging and long-lasting consequences for all of the nation's learners. This volume stems from the 2003 Educational Testing Service Invitational Conference.

Media Effects Jennings Bryant, Dolf Zillmann, 2002. Media Effects covers topics such as intermedia processes and powerful media effects, political communication effects and media influences on marketing communications.

Learning to Live Together David A. Hamburg M.D., Beatrix A. Hamburg M.D., 2004-04-08. With a view to deepening our understanding of sources of hatred and prejudice, this book uses a developmental and evolutionary perspective to explore and explain the process by which our beliefs are conveyed to the youngest members of society. Discussing the psychological obstacles to peaceful relations between groups, the authors focus on the developmental processes by which we can work to diminish ethnocentrism, prejudice and hatred which children learn from a very early age. Until now, scholarship and practice in international relations have gravely neglected crucial psychological aspects of these terrible problems and have not yet explored the educational opportunities related to them. Addressing these promising lines of inquiry and innovation, this book fosters a more humane and less violent development in childhood and adolescence. Educators, religious leaders, developmental and social psychologists will find this a valuable resource as will a socially concerned segment of the public who are looking for practical ways to work for peace.

Annual Evaluation Report on Programs Administered by the U.S. Office of Education United States. Office of Education. Office of Evaluation and Dissemination, 1976.

The SAGE Handbook of Media Processes and Effects Robin L. Nabi, Mary Beth Oliver, 2009-09-11. Part III emphasizes the various factors that influence the critical functions of message selection and processing central to a host of mass media application contexts.

Public Communication and Behavior George

Comstock, 2013-10-02 Public Communication and Behavior Volume 1 covers the study of communicatory behavior that has a public or social character. The book discusses the evaluation of the models used to evaluate television series, the synthesis of 1043 effects of television on social behavior and tv news priming and public evaluations of the president. The text also describes the myth of massive media impact and the new technique for assessing the impact of mass media violence on real world aggressive behavior. Social psychologists will find the book invaluable. *Entertainment-Education and Social Change* Arvind Singhal, Michael J. Cody, Everett M. Rogers, Miguel Sabido, 2003-12-08 Entertainment Education and Social Change introduces readers to entertainment education. E E literature from multiple perspectives. This distinctive collection covers the history of entertainment education, its applications in the United States and throughout the world, the multiple communication theories that bear on E E and a range of research methods for studying the effects of E E interventions. The editors include commentary and insights from prominent E E theoreticians, practitioners, activists and researchers representing a wide range of nationalities and theoretical orientations. Examples of effective E E designs and applications as well as an agenda for future E E initiatives and campaigns make this work a useful volume for scholars, educators and practitioners in entertainment media studies, behavior change, communications, public health, psychology, social work and other arenas concerned with strategies for social change. It will be an invaluable resource book for members of governmental and non profit agencies, public health and development professionals and social activists. The Faces of Televisual Media Edward L. Palmer, Brian M. Young, 2003-10-17 This collection offers original state of the art contributions from leading authorities in children's televisual media. International researchers from communication and psychology provide readers with ready access to current televisual research trends and policymaking, political climate issues pertaining to children. This second edition provides a current summary of studies on content, viewing patterns, comprehension effects and individual differences in instructional and educational programming, televisual entertainment and violence programming and televisual advertising to children. Editors Edward L. Palmer and Brian M. Young have structured the volume into three sections examining the faces of television: the Teaching/instructional/educational Face, the Violent Face and the Selling/advertising Face. Chapters within each section identify and focus recurrent themes while integrating them topically into a coherent whole. Each area incorporates new technologies and considers their potentials, effects and future. Subjects featured in the various chapters include cross cultural and historical comparisons with an in depth perspective on the BBC and other European/Asian televisual media roots as well as America's formative televisual media roots, an examination of key differences between developed and developing countries, implications of emerging instructional/educational media for children's education, addressing both cognitive and multi ethnic aspects and prominent informed challenge to the prevailing popular view that children are unaffected and unharmed by exposure to media violence. This volume informs ongoing debates across a broad spectrum of current critical issues and suggests avenues for future research. It is pertinent and provocative for the most

sophisticated scholar in the field as well as for students in areas of developmental or social psychology communication education sociology marketing broadcasting and film public policy advertising and medicine pediatrics It is also appropriate for courses in children media and society *Technology Applications in Education* Harold F. O'Neil, Jr., Ray S. Perez, Harold F. O'Neil, 2003-01-30 This volume identifies promising learning teaching and assessment strategies for the use and assessment of technology in educational settings specifically educational context e g organizational and structural factors that contribute to the effective use of technology in school settings promising learning and teaching strategies promising technology based assessment procedures and methods policy implementation issues and a summary of current research on the effective use of technology in education Chapter authors represent a variety of perspectives and disciplines from computer science cognitive and educational psychology and educational administration Authors represent government business and university communities from within and outside the U S These multiple perspectives contribute to the overall understanding of current technology use in education and help in identifying future research needs *Technology Applications in Education A Learning View* explores the state of the art of technology in K 16 education from a learning perspective rather than a hardware software view It is designed for professionals and graduate students in the educational technology training assessment evaluation school administration military psychology and educational psychology communities This book is characterized in the following montage of factors the primacy of learning as a focus for technology implementation a focus on technology uses in K 16 education a focus on the assessment of both individuals and teams a broad variety of methodological approaches from qualitative to instructional design to quantitative e g structural equation modeling a need to support the development of technology based curriculum and tools and a need for theory driven and evaluation studies to increase our knowledge *Technologies in Biomedical and Life Sciences Education* Harry J. Witchel, Michael W. Lee, 2022-06-24 This contributed volume focuses on understanding the educational strengths and weaknesses of mediated content including media as a learning supplement in comparison to traditional face to face learning Each chapter includes research on and a broad brush summary of approaches to combining life sciences education with educational technologies The chapters are organized into four main sections each of which focuses on a key question regarding the consequences of incorporating media into education In this regard the authors highlight how educational technology is both a bridge and barrier to student access and inclusivity Further they address the ongoing discussion as to whether students need to be present for lectures and on how having agency in their own learning can improve both retention and conceptual understanding To link the content to current events the authors also shed light on the impact that the COVID 19 pandemic is having on the continuity of educational programs and on the growing importance of educational technologies Consequently the book offers life science educators valuable guidance on the technologies already available and an outlook on what is yet to come **The Ethics of Social Research** Joan E. Sieber, 2012-12-06 Social scientists are unprepared for many of the ethical problems that arise in their

research and for criticisms of their ethics that seem to ignore such cherished scientific values as objectivity and freedom of inquiry. Yet they possess methodological talent and insight into human nature that can be used to understand and resolve these problems. The contributors to this book demonstrate that criticism of the ethics of social research can stimulate constructive development of methodology. Both volumes of *The Ethics of Social Research* were written for and by social scientists to show how ethical dilemmas arise in the day to day conduct of social research and how they can be resolved. The topics discussed in this book include ethical problems that arise in experiments and sample surveys; the companion volume deals with the ethical issues involved in fieldwork and in the regulation and publication of research. With candor and humor many of the contributors describe lessons they have learned about themselves, their methods and their research participants. Collectively they illustrate that both humanists and determinists are likely to encounter ethical dilemmas in their research, albeit different ones, and that a blending of deterministic and humanistic approaches may be needed to solve these dilemmas. The aim of this book is to assist investigators in preparing to meet some of the ethical problems that await the unwary. It offers perspectives, values and guidelines for anticipating problems and devising solutions.

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