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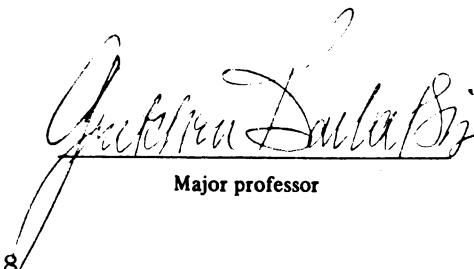
THE PRODUCTION AND EVALUATION OF AN
EDUCATIONAL VIDEO

presented by

Sandra Uzoamaka Mbanefo

has been accepted towards fulfillment
of the requirements for

M.A. degree in Telecommunication



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BRIDGING
THE PRODUCTION AND EVALUATION OF AN EDUCATIONAL VIDEO

BY

Sandra Uzoamaka Mbanefo

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTER OF ARTS

Department of Telecommunication

1988

**Accepted by the Faculty of the Department of
Telecommunication, College of Communication Arts and
Sciences, Michigan State University, in partial fulfillment
of the requirement for the Master of Arts degree.**

Director of Thesis

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ABSTRACT

BRIDGING

THE PRODUCTION AND EVALUATION OF AN EDUCATIONAL VIDEO

By

Sandra Uzoamaka Mbanefo

This educational video was designed to motivate senior citizens in northern Michigan to become more involved in state government by increasing their confidence level and their knowledge of the legislative process. A needs assessment of the target audience was conducted through questionnaires, interviews and a focus group, resulting in the design of specific affective, cognitive and intended behavioural objectives. Suggestions from content, regional and production experts and a pre-test of a program segment helped to develop program format and content; an experimental cartoon segment was included in the program. The program was shown to a non-random sample of the target audience and feedback was obtained through questionnaires. The results showed that all objectives were met; the affective objectives being the most successfully met. ANOVA tests showed that males and seniors living

with someone were more likely to get involved in political activities. Education and previous attendance at an annual political event significantly increased respondents' cognitive means. No intervening variables were found to bias responses to affective questionnaire items. The experimental cartoon segment was well liked by the target audience.

DEDICATION

**To Akunne, Osodi and Nwanolue;
and to the Great "I AM";
who gave us each other
for a purpose!**

ACKNOWLEDGMENTS

I would like to thank the following people, without whom this thesis would never have been completed. My sincere thanks and appreciation go to Don Kemp for his patience, friendship and technical expertise - I will miss your Italian "zest" (!); to Dr. Gretchen Barbatsis, who inspired me in the profession and offered me not only invaluable advice, but also extended a very positive hand of friendship; to Bob Albers, for his keen sense of aesthetic "balance" and for pushing me to edit with "snap" and "zip" (!); to Abdul Nabib for his kind assistance in the data analysis; to Ann Alchin for proof reading this thesis and for offering stylistic suggestions; to Cynthia Brown, Susi Breaugh, Brenda Sprite, and Bonnie Sturdivant, for helping me administratively, and without whom the Telecommunication Office would not have been a "haven" of friends; to my fellow teaching assistants, who brightened up the most mundane duties and made the never-ending hours spent in the studio enjoyable; to Paula Blanchard, whose work with Telstate enabled me to work on this project; to Senator Irwin and his staff, without whom this video would not have been produced and the data never collected - (and who enabled me to experience a genuine Michigan snow storm!); to close friends who never gave up and who were willing to truly celebrate with me, the joy of seeing this task

completed, and most importantly, to my dear family, whose love and support go unchallenged, and who encouraged me to "keep going" when I could not see the "horizon". And lastly, I thank and acknowledge my closest friend, Jesus, who gives me the strength to "mount up with wings like an eagle, to run and not grow weary, to walk and not faint".

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CHAPTER I

INTRODUCTION

Michigan is a large and diverse state with fourteen percent of its' population over sixty years old (Anonymous, 1987). Every day legislation is passed that directly affects this fourteen percent of the population; however, few senior citizens are actively involved in the legislative process. Since the elderly are often victims of poverty and poor health (National Council on Aging, 1981) and much legislation directly affects their well-being and independence, law-makers have become compelled to try to find ways to motivate this population sector to make their feelings known. More and more concerted efforts are being made to draw this senior population into the mainstream of political activity.

While Michigan can boast of advancement in many areas, there is a disparity in economic growth between the northern and southern sectors of the state. Not only does northern Michigan, much of which is referred to as the Upper Peninsula, have two percent more households below the

poverty level than the rest of the state, it also has three percent more seniors and seven percent more households headed by citizens sixty-five years or older (Anonymous, 1987). Over the years, residents from northern Michigan have often felt alienated from the economic pulse of southern Michigan. With this lack of economic development, rural lifestyle and sparse inhabitation, seniors living in these northern districts need, more than ever, to be encouraged to make their voices heard.

Social science research has shown that the media can sometimes influence thinking and behavior. For seniors to become involved in state and local affairs, messages need to be sent, stressing seniors' value to society and informing this population sector of avenues available to them for expressing their opinions and concerns. These messages should: a) inform seniors how legislation is passed and explain how and where the general public can have an input, b) motivate seniors to become involved, and c) give them specific "tools" to aid them in acting out the desired behavior (e.g., taking part in public hearings).

The researcher conducted substantial formative research to find out more about seniors' media habits and media preferences, and most of the studies agreed that television, above all other media, would most effectively inform, motivate and demonstrate senior involvement. Television is one of the dominant sources of information,

entertainment and companionship for seniors (Kubey, 1980). Therefore, this electronic medium, with its superior demonstration and illustration characteristics, was chosen to carry the message; television could show and tell how involvement could be achieved, and was ideal for helping viewers identify with role models.

In view of the basic need for involving seniors from northern Michigan in Michigan's legislative arena, and the proposed solution of trying to inform and motivate this population sector, this study looks at how a variety of political subject matter was innovatively incorporated into an educational video in such a way that the content increased viewers' feelings of confidence and desire to become involved.

CHAPTER II

LITERATURE REVIEW

Seniors in northern Michigan need to become more involved in state and local issues and need to be exposed to messages that encourage and motivate in this direction. Numerous studies and experiments have pointed to basic design principles that increase message impact on older audiences. Some studies have also identified the media habits and content preferences of this group which help to tailor messages specifically to fit the lifestyle and tastes of older audiences.

According to Robert Kubey's (1980) extensive research focusing on the aging and their interaction with the media, television was indeed found to be the most popular mass medium among seniors, and television viewing was found to increase with age and was often positively correlated with low income. Since the target audience of this project is seniors and a large proportion of them are lower income persons, Kubey's findings seemed particularly relevant to this project. Hersey, Glass and Crocker (1984) found that besides television, newspapers were a popular medium with

the elderly; and according to the National Council on Aging, multiple media channels, coupled with interpersonal communication, should be used when trying to reach senior citizens (Singnorielli, 1983). This research indicates that television is the best medium with which to reach the elderly, but that the use of multiple media channels will strengthen the messages' influence on viewers. As a result of these findings, the researcher decided to present the target audience with information in printed booklets, as a supplement to the main television program.

In regards to types of programs of interest to seniors, numerous studies identified specific subject areas and production formats that appealed to this segment of the population. Baran, Briley, Gillham, Foshko and White (1984) conducted a needs assessment of older adults in an effort to come up with guidelines for producing effective nutrition programs and found that informational and factual documentaries were the preferred program formats. Kubey (1980) found that retired people did not necessarily turn to television for relaxation after a hard day's work and probably for that reason, favored informational programs and documentaries. In addition, he found that other preferred television formats were quiz programs and travelogues, while detective dramas, love stories and commercials were less popular program types. Baran et. al. (1984) also discovered that seniors preferred variety in

location and narrators, and that characters, along with music, were found to be important production elements to the older viewing public. These findings seemed relevant to this project in view of production design decisions.

While focusing on content and program formats that appeal to seniors is important, research has shown that there is also little quality programming presenting seniors as non-stereotypic, positive and active members of society. Studies have emphasized the importance of producers incorporating positive elderly role models into their programs in producing messages for and about seniors. While the past two years have seen major television networks incorporate a few programs featuring seniors (e.g. Golden Girls), a number of studies focusing on the portrayal of older Americans found that only seven percent of advertisements aired on network television featured elderly characters, while older Americans make up twelve percent of the total population (Swayne & Greco, 1987). Another study found that older women are usually presented as having less powerful positions than older men and were frequently portrayed quite negatively (Singnorielli, 1983). Guidelines set up by the National Council on Aging encouraged producers to make every effort to portray the elderly as both a significant political force and as personalities rather than stereotypes (Davis, 1980). As a result of these studies and guidelines, this

project was produced with non-stereotypic characters; for example, the leading cartoon character was female and positive role models were comprised of both genders. Producing a program that presents seniors as politically active not only meets the needs of the target audience, but also contributes to the overall body of quality material for and about the elderly.

A number of studies conducted by the Open University in Britain also established a strong case for using television. Particularly relevant to the design of this production were the unique characteristics of television and video cassettes identified in these studies. Although research has shown television to be the most popular medium in reaching senior citizens, the cost of producing a video tape is substantial. Nevertheless, after taking into consideration television's unique instructional characteristics, the researcher, together with production and content experts, agreed on the design of a video program. The following characteristics of television and video, gathered through a review of the literature, proved of particular relevance to the design of this program:

- a) The television medium can give viewers the vicarious experience of a field visit by providing a comprehensive visual context for certain phenomena (Bates, 1979). In describing the legislative process,

it was important to introduce viewers to the context within which laws were passed and bills debated (e.g., the Senate Chambers).

b) The television medium can bring viewers primary resource material used to demonstrate "real world" situations, where visualization of the application of learned principles allows viewers to understand abstract principles more fully (Bates, 1979). In the design of the program, the law-making process was explained and an actual case of a law recently passed helped viewers to visualize and therefore understand the application of legislative theory.

c) The television medium can change viewers' attitudes by presenting material in a unique, creative and novel way or from an unfamiliar viewpoint. This medium can also allow viewers to identify closely with someone in the program who overcomes certain problems by applying the principles presented in the program (Bates, 1979). These characteristics were deemed very relevant and a character was included in the program, who was applying the very principles of involvement advocated in the program. This character was also presented in a unique way, through digital animation, and it was hoped that viewers would identify closely with the experiences of the character. Additionally, active seniors were interviewed and clips were included in the program,

with the intent of causing viewers to identify with these role models.

d) The television medium can explain and demonstrate practical activities that viewers are to emulate. This characteristic was deemed especially relevant since the final goal of the program was to change viewer behavior by giving examples of practical ways of getting involved (e.g., attending public hearings).

e) Video cassettes provide viewers with a greater amount of control than broadcasts because of their "interactive control characteristics" (Brown, 1983). Video cassettes allow viewers the versatility of stopping, starting, forwarding and rewinding the tape at whim, as well as giving viewers the freedom of watching the program numerous times. Since the program was designed primarily for senior citizens regularly attending senior centers, these control characteristics suited the intended viewing environment.

Consideration of these broadcast and videotape characteristics are used continuously in designing courses at the Open University, and many of the aforementioned qualities proved to be relevant in deciding to produce this video message to motivate seniors in northern Michigan.

SUMMARY

There is a need for seniors in Northern Michigan to become involved in government activities. Through a review of the literature, it became apparent that television and more specifically, a video cassette, was the most appropriate medium for reaching the elderly and for informing, illustrating, motivating and changing the attitudes of the target audience. A number of studies also illustrated that programs designed for the elderly should be presented in a news or informational format and that programs presenting older Americans as active, educated, capable, and respected members of society were needed to increase the general storehouse of quality programming for and about senior citizens.

CHAPTER III

METHOD

In designing a message motivating older citizens in northern Michigan to become more involved in the mainstream of political activity, it was decided that a video program would be the most suitable medium. This program was designed with three general goals in mind: a) to inform viewers of how the legislative process works, b) to motivate viewers by providing positive role models of active seniors, and c) to illustrate in practical ways, how seniors could make their feelings and opinions known to their representatives.

Instructional media planners most often combine their creativity with systematic research. In producing this program, formative research was conducted to assess the baseline knowledge of the target audience, to discover their psychographics and demographics and to find out what political issues were of importance to them. This information was subsequently used in the formation of measurable objectives for the program.

The videotape was eventually designed with consideration of the principles regarding format and content revealed through the literature review, with the findings from the formative research, and with the input of content and production experts.

Lastly, the program's effectiveness was measured by an in-depth analysis of the impact of the program on its target audience. These three research stages, formative, production and evaluation research, are discussed in detail in the following sections, especially in regards to the method of data collection employed.

FORMATIVE EVALUATION

In designing this educational video, it was important to fully understand the target audience for whom the program was being designed. Only an accurate understanding of the intended viewers' psychographics and demographics along with an understanding of their entry level knowledge could ensure that the program would actually motivate them.

Under ideal research conditions, the values and lifestyle of the target audience are studied. A good sampling method is decided on (usually a variety of non-probability and probability samples) in order to get a

representative cross section of the audience. Once the sample has been determined, the researcher gathers pertinent information through a variety of methods, namely: small group discussions, interviewing, observation, word association tests, role playing, echo techniques, cognitive response measures, decision process models, trade-off analysis and conjoint measurement and perceptual mapping or positioning (Solomon, 1979). Researchers usually use a triangulation of research methods since each method has its own bias. The formative data for this project was collected through questionnaires, interviews and focus group discussions. In order to set measurable objectives and plan the program content, the researcher had three main concerns: 1) trying to discover what political issues were of importance to senior citizens. This would allow the producer to include material in the program of particular interest to the target audience; 2) finding out what initially prompted already active seniors in getting involved in local and state political events, and 3) inquiring about what they felt would encourage other senior citizens to become more involved. The second and third findings would aid the producer in the design of instructional and persuasive appeals for the program.

Questionnaire

The questionnaire was made up of seven open-ended and thirteen close-ended items, comprised of true and false statements and Likert scale items (see Appendix A). The questionnaire was administered on Senior Power Day, a large, state-wide, annual senior citizens' gathering. Respondents were self-selected and most of the sample was comprised of seniors from northern Michigan attending the gathering. Since these respondents were obviously more actively involved in government (than their contemporaries who did not attend the function) the researcher was interested in finding out what their baseline knowledge about the legislative process was, assuming that less involved seniors would also know less. The findings would later aid the producer and content experts in deciding on the degree of detail needed in covering legislative theory in the program.

Questionnaire items also focused on why these seniors attended Senior Power Day and what parts of the day they enjoyed most and why. The answers to these items, it was hoped, would aid the producer in presenting aspects of Senior Power Day, attractive to an older audience, in the hope of increasing senior motivation to get involved.

Interviews

Five interviews were conducted on Senior Power Day. Because of the open-ended flexibility of an interview situation and the possibility of rephrasing questions, probing and being able to ask for more in-depth explanations, the researcher felt she would get further insight into the extent and motivation for senior involvement. The interviews were held between special sessions in a public lounge, and each one was videotaped. All the interviewees were senior citizens from Petoskey Senior Center, in northern Michigan, and volunteered themselves, after being invited to be interviewed by their group leader. Some of the interview clips were eventually used in the program. (See Appendix A for individual interview questions.)

Focus Groups

Pre-testing of individual program segments is often carried out by formative researchers, in an effort to find out if production components have the desired effects on the target audience. At Television Ontario (TVO), for example, formative evaluation is structured through careful needs assessments of target audiences before rough pilot

programs are shot and edited. These pilots are carefully tested on representative samples of the target audience and message modifications are made before the final program productions (Gillis & Nickerson, 1981). TVO evaluation sessions are made up of four parts: "an introduction, a screening or reading of the document, an evaluation questionnaire and a group discussion," (Parsons & Lamire, p.9).

For this project, the beginning of the program was shot and roughly edited together and a pilot segment was shown to a non-representative sample of twenty senior citizens. These seniors resided at a retirement home in Lansing, southern Michigan, and were shown a segment of the program which was about two minutes in length. After the screening, a group discussion ensued in which participants gave their response to the program segment. It was assumed that this pre-test would aid the producer in finding out if the content, format and technical quality of the pilot were conducive for an audience of older adults.

PRODUCTION DESIGN RESEARCH

During the pre-production stages, the producer consulted with various subject and production experts and conducted an informal literature review of instructional

materials previously used to teach people about the legislative process. During production meetings, findings from the formative research were discussed in light of planning the program content. The target audience's entry-level knowledge about the legislative process helped content experts and the producer to decide how complex and detailed the legislative theory should be presented.

For example, it was decided that a flow chart with animated arrows and enlargements of sections of the chart at certain stages of the narration, would enhance the instructional effectiveness of the program. After meeting with production experts, this idea took on a completely different shape. Of course, budgetary constraints also influenced the pre-production stage in regards to production components, such as the digital animation, that were included in the program.

EVALUATION RESEARCH

The most useful measure of a program's effectiveness is to have it evaluated by its target audience. Producers however, have to deal with many smaller "target audiences" (e.g., clients, funding agencies, networks) as well. These gatekeepers have far greater power and control over the form and content of messages than the final program

viewers, yet the producer's end goal, is to affect the viewers, not the gatekeepers, in the most positive and conducive way.

Instrumentation

In order to test the impact of the video on its target audience, it was decided to use a questionnaire as the test instrument. The questionnaire was made up of thirty-one items comprised into five sections: a) questions testing affective objectives, b) questions testing cognitive objectives, c) questions testing behavioural objectives, d) questions testing the over-all appeal of certain program segments and lastly, e) questions aimed at gathering demographic information.

Questions testing affective objectives were made up of nine items which were constructed on the Likert scale. These responses were coded on a scale from five (5) to one (1), with "strongly agree" corresponding to the highest score (5), and "strongly disagree" corresponding to the lowest score (1).

Example: Q.1. After viewing BRIDGING, I feel more confident about getting involved in local and state government issues

**___strongly agree ___agree ___neutral
___disagree ___strongly disagree**

Behavioral items were designed to elicit "yes", "no", or "not sure" responses and were coded on a scale of one (1) to three (3), with "yes" corresponding to the highest score (3) and "no" corresponding to the lowest score (1).

Example: After viewing BRIDGING, do you feel it is important for seniors all over Michigan to become more united?

___yes ___not sure ___no

The cognitive items on the questionnaire were of a "true" and "false" nature and respondents were asked to respond to each statement by indicating whether the statement was "true", "false" or whether they were simply "not sure". Every correct answer was assigned a one (1), and every incorrect and incomplete answer was assigned a zero (0).

Example: _____ A bill can be introduced into either the
House or Senate.

Lastly, respondents were asked to rate production characteristics of the program by giving each segment a score from plus three (+3) to minus three (-3) with plus three signifying the highest score and minus three signifying the lowest score.

Example: liked			neutral		disliked		
very much						very much	
+3	+2	+1	0	-1	-2	-3	
Music	_____	_____	_____	_____	_____	_____	_____

Demographic items were placed at the end of the questionnaire and entailed questions regarding the age, gender and education of respondents, as well as the number of years they attended a Senior Center, their living situation and whether the respondent had ever attended Senior Power Day.

Example: How long have you been coming to this Senior Center?

_____ less than 1 year	_____ 1 - 2 years
_____ 2.5 - 4 years	_____ 4.5 - 6 years
	_____ over 6 years

Sample

A sample of 39 seniors in northern Michigan was selected for evaluation of the program. Although not a random sample, the researcher strongly felt that respondents were similar to the target audience envisioned for the program; most of the respondents regularly attended senior centers and all the respondents were senior residents of northern Michigan. Three senior centers took part in the program evaluation: Gaylord Senior Center, Central Lake Senior Center and Petoskey Senior Center. In order to get a more diverse sample of older adults in the Upper Peninsula, the video was additionally shown to a women's interest group in Gaylord and a retired couple in Sault St. Marie. Viewing environments differed from group to group. The retired couple watched the program undisturbed in their living room. The women's interest group viewed the program in a quiet conference room. Respondents from the Gaylord Senior Center viewed the program in a large cafeteria, and were slightly distracted by some card games being played at the opposite end of the hall. Respondents from Central Lake watched the program in a small cafeteria and noise from maintenance work being done in another part of the building proved to be slightly distracting. Finally, respondents from the Petoskey Senior

Center viewed the program in a small television lounge and were not distracted at all.

Procedures

The program was shown before and after lunch at each senior center. Before the program was shown to respondents, a brief statement was made by the researcher regarding the subject of the video and the program length. It was also pointed out that each respondent would be asked to fill out a brief questionnaire, giving their response to the program. After the program was shown, respondents were given the questionnaire and asked to fill it out. The exact same procedures were followed when the program was shown to the two smaller groups.

Analysis

All thirty-one questionnaire items were coded and frequency measures were obtained for each item. For some items, mean scores and standard deviations were calculated and certain sections were combined by collapsing the data into composite means. Unanswered questions were not

figured into the means and were simply listed as "missing cases".

Analysis of Variance (ANOVA) and Tukey's test were conducted to test whether six intervening variables (age, gender, length of attendance at the senior center, previous attendance at Senior Power Day, living situation and education) were related to the outcome of the cognitive, affective and the intended behavioral portions of the questionnaire. Also, respondents were asked if they had ever been involved in a group dealing mainly with senior citizen issues and if yes, through what mass media or inter-personal channels they had heard about the group. This question was intended to find out how seniors are encouraged to become active and involved. It was assumed that a mix of both mass media and interpersonal communication is necessary to motivate and change people's behavior.

SUMMARY

As with all productions, the pre-planning stage is divided into two research branches, namely formative and production research while post-production is often comprised of some form of program evaluation research.

In formative research, the researcher tried to discover media preferences and entry-level knowledge as well as psychographic and demographic characteristics of the target audience. The findings of this research would eventually aid the producer in designing a message specifically tailored to the needs, thought patterns and value system of the target audience. This information was collected through self-administered questionnaires, interviews and focus group discussions.

During the production research stage, consultation with content experts and meetings with production experts gave the producer valuable insight into the possible form and content of the program.

During the post-production stage, the program was evaluated by analyzing its impact on the target audience. To accomplish this, the program was screened and a questionnaire was administered. This summative evaluation would reveal how well the program fulfilled its objectives.

CHAPTER IV

RESULTS

The findings from the pre-production research helped the producer analyze the specific needs of the target audience in order to design and modify program components to fit those needs. Upon program completion, evaluation research was conducted on the target audience to test whether their needs, as discovered through formative research, were actually met.

FORMATIVE RESEARCH RESULTS

Questionnaire Results

Results of formative research, carried out through use of a questionnaire, aided greatly in the choice of content for the video produced.

The cognitive section of the questionnaire was comprised of various true and false statements about the legislative process and respondents were asked to state whether these statements were correct or incorrect.

Although the researcher encouraged respondents to complete all items, this section was left blank on most of the surveys. As a result, the producer assumed that respondents were not familiar with legislative theory in regards to how bills pass through various arms of the legislature before they become law. As a result, this theoretical part of the program content was covered on a very elementary level. It was also decided that most of the complex procedures in law-making would be covered in the supplemental booklet provided to all viewers after the program was screened.

In regards to believing that voicing their opinions on Senior Power Day would make a difference, forty percent of respondents believed that it would make a difference while sixty percent of the respondents remained neutral. This finding led the producer to focus less attention on Senior Power Day in the program, and to focus more attention on how seniors could become involved through other activities in their communities (e.g., attending public hearings or taking part in the senior intern program).

On being asked whether seniors felt it was important for other seniors to get involved in government, forty percent of the respondents strongly agreed while fifty percent agreed and only ten percent felt neutral. This finding reinforced previous knowledge about the target audience and enabled the producer and script-writer to

further stress the importance of seniors' involvement in government.

When asked whether they felt that their state senator cared about their needs, eighty percent of the respondents agreed while only twenty percent remained neutral; there were no negative responses. This finding allowed the producer to design various transitional segments using one of the senators from northern Michigan as on-camera narrator. Since the senator proved to be a positive and credible representative in the eyes of the target audience, his presence could be assumed to increase the overall appeal of the program.

The open ended items received a variety of responses. On being asked what they enjoyed the most about Senior Power Day, respondents stated that they enjoyed the main session with the keynote address, the public hearings, the reunion with old friends and an opportunity to make the government aware of their needs. On being asked why they enjoyed these activities the most, respondents stated that they liked being given the chance to hear about new issues and ideas affecting seniors in their own district as well as across the state. Some of these answers were directly incorporated into the program script as reasons for seniors to attend Senior Power Day.

In order to get a better understanding about what avenues senior citizens felt were open to them for

expressing their opinions on government issues, one open-ended question asked: "How could you make your feelings about a specific issue known to your state government?" some responses were: contacting legislators, talking to representatives and senators who visited senior centers, writing representatives and joining organizations that work for seniors. All but the last response, together with suggestions from content experts, were incorporated into the program script as ways for seniors to make their feelings and opinions known to their representatives.

In addressing content regarding how a bill is passed, the researcher decided to try to identify specific bills of interest to senior citizens to achieve relevance in choosing an example for use in the video. The question asked: "What law that was passed in the past two years has greatly affected your life?" Responses incorporated seatbelt laws, federal cuts in social programs and laws concerning health care (e.g., Medicare and Medicaid). These specific laws were of obvious interest to the target audience, and the final program contained an example of two laws which were similar to those stated by respondents. One of the laws explained in the program was geared specifically to seniors (shared housing plan) while the second law, which was used as a case study, dealt with the speed limit law.

Interview Results

Respondents were asked how they first got involved in government at the local level. The responses touched upon the need for senior citizens to become involved with people on a regular basis and the need to have a daily/weekly routine; these needs were met by respondents taking part in community activities and attending senior centers. One respondent, who became physically disabled late in life, used these external activities to overcome a major depression. Another respondent became actively involved in local issues after his wife became a victim of Alzheimer disease and he discovered that victims of terminal illnesses needed to get recognition in the national healthcare bill currently under consideration. Other interviewees felt a need to make their skills available to seniors at the senior centers and got involved in senior programs for that reason. These responses were all included in the program in the form of short interview clips. The producer assumed that short "testimonials" from senior peers would lend credibility to the program and increase senior motivation and involvement.

From the different data collection methods, certain patterns became evident and a great deal of overlap was discovered regarding issues of importance to the elderly.

From the findings, both general and specific needs of the target audience became obvious and it was the specific needs that were used in determining the affective, cognitive, and intended behavioral objectives for the program.

Program Objectives as a Result of the Formative Research

Affective Objectives

After viewing the program, viewers will:

1. feel a sense of pride in their state (especially the Upper Peninsula)
2. feel motivated to get involved in the political process
3. feel a sense of solidarity with seniors presented in the video as well as with seniors in their own community
4. feel capable of getting involved in government
5. feel like respected and valuable members of society
6. feel that they can make a difference in society; and
7. feel a sense of trust in their representative's sincere interest in their well being.

Cognitive Objectives

After viewing the program, viewers will:

- 1. know how an idea is formulated into a bill**
- 2. know how a bill travels through the legislative process**
- 3. know how to get involved in government, by:**
 - attending public hearings**
 - writing letters**
 - joining advocacy groups**
 - being a senior intern**
 - attending Senior Power Day**
- 4. know how to get in contact with an elected official or representative**
- 5. know that law-making has both formal and informal aspects**
- 6. know how building bridges is similar to making laws**
- 7. know that there are already senior citizens actively involved in the government process.**

Behavioral Objectives

After viewing the program, viewers will exhibit a positive intention to:

- 1. get involved in a senior citizens interest group**
- 2. attend Senior Power Day**
- 3. become united with seniors from across the state.**

PRODUCTION RESEARCH RESULTS

Pre-production meetings with content, production, and regional experts, resulted in the program being designed in a more effective way. It is usually in these production meetings that producers make major program decisions. The producer met with three different groups of experts, as well as with the executive producer of the program and a musical consultant.

Meetings with Regional Experts

The producer met with experts on northern Michigan who shared their insight regarding some of the psychographics of the target audience. It was suggested that the program include some scenery from northern Michigan in order to increase the target audience's feeling of pride in their region. Since northern and southern Michigan are two separate Peninsulas, it was suggested that the Mackinac Bridge, connecting the two regions, should in some way be included in the program. The Bridge would not only act as an important unifying symbol for the state, but would additionally also strike a deep chord in the minds and memories of the target audience. As a result of these suggestions, the producer used the Bridge as a recurring

theme throughout the program and named the program Bridging. The beginning of the program was designed as a visual montage with familiar scenes from Northern Michigan, which culminated with the bridge. The Senator was first introduced into the program at the bridge. Further, the idea of a bridge served as a useful metaphor, describing the law making process (e.g., laws need bills just as bridges need blueprints; a bridge and a law both symbolize a union of different entities, the bridge of two shores, the law of different points of view).

Subsequent suggestions from regional experts also affected the choice of narrator for the program. It was assumed that a familiar voice would lend both appeal and credibility to the program. As a result, a public broadcaster from northern Michigan delivered the voice-over narration.

Lastly, regional experts offered various suggestions about the wording used in the script, with the intent of having the copy appear as close to northern Michigan speech patterns as possible. As a result, the script was rewritten and edited numerous times, before the narration was finally recorded.

Meetings with Content Experts

The producer met several times with content experts regarding the legislative theory included in the program. Suggestions were made regarding correct terminology, differences in "textbook" and "practical" law-making, and possible laws that could appropriately be used as case studies in the program. These experts also helped the producer to plan the production schedule and made suggestions for program modifications after seeing the rough edit.

In many ways, these content experts became program gatekeepers because the producer was forced to design the program in order to match their understanding of the "perceived" needs of the target audience. Since these experts also happened to be funding the program, the producer had to periodically negotiate and "bargain" when she felt that their suggestions were not in the best interest of the target audience, or when suggestions were not conducive to the television medium.

As a result of these planning sessions, the Speed Limit Law and the Shared Housing Law were used as case studies in the program. Also, the script-writer greatly simplified the explanations on legislative theory. And, following further suggestions from experts, the program covered some of the informal, behind-the-scenes activities

of law makers. This "informal" section was designed with the intention of dissuading viewers from the notion that law-making was complex, formal and inaccessible. By including footage of spontaneous encounters in hallways, breakfast meetings and other behind-the-scenes events, it was hoped that the viewer would feel less intimidated by the government and more confident about getting involved. As a result of these suggestions, a segment of the program dealt with the informalities of law-making and the producer included some footage from humorous committee sessions to further lighten this section of the program.

Meetings with Production Experts

Since most educational programs reinforce previously covered material through the use of specially designed graphics or flow charts, the producer felt that a flow chart, mapping the course of a bill through the various legislative branches, would help to simplify the educational program content for viewers. After meeting with production experts and evaluating the costs of producing a flow chart with some animation, an alternate, cheaper solution was found. As a result of various options presented by digital animation experts, the producer decided to experiment with a digitally animated cartoon

segment explaining the passage of a bill by using cartoon characters. The cartoon segment went through numerous design phases and both the content and regional experts shared their impressions regarding the different characterizations. In the end, eight partially animated cartoon "scenarios" were designed and incorporated into the program. Since no secondary literature dealing with seniors' reactions to cartoons was available, the producer took a professional risk in the inclusion of this experimental animated material.

During the post-production stage of the project, production experts were consulted regarding the pacing, sequencing, and editing of the program. As a result of these meetings, the editing was "fine-tuned" and the pacing of the program was increased. Lastly, audio experts assisted in post-production audio 'sweetening' and in the recording of the music used for the program.

Meetings with the Executive Producer

The executive producer and producer met periodically throughout the pre-production, production and post-production stages. During these meetings, suggestions from content, production and regional experts were evaluated and decisions were made regarding the inclusion

or exclusion of content and format suggestions. The executive producer and the producer also met with the funders of the program in order to discuss and agree on the program proposal and budget. As a result of these meetings, the target audience for the program was more narrowly defined and special financial provisions were made to include the digitally animated cartoon segment. Another one of these meetings, dealing with choice of music for the program, resulted in the hiring of a music consultant to compose original music for the program.

The design of many of the program components was directly influenced by the suggestions made by experts and consultants. A producer's role is often to act as a conduit between the target audience and the information they presumably need. With the findings from the production research, the producer designed the following program segments, focusing exclusively on form and content:

Opening Visual Montage

A peaceful program opening was designed to capture viewers' interest with panoramic, aerial footage of the Upper Peninsula, with a special focus on the Mackinac Bridge. According to Kubey (1980), older adults sighted

travelogues as a preferred program type and this panoramic opening, accompanied by pastoral flute and piano music, was aimed at attracting attention, as well as keeping viewers' interest in regards to the information following.

Visual Essay of Bridge

The Mackinac Bridge is one of Michigan's most prized symbols and, especially to the people living in the Upper Peninsula, marks a very important union with the Lower Peninsula. The bridge was used as a metaphor for making laws. A bridge needs plans and blueprints before it is constructed and becomes a connection between two distant shores. Likewise, a law needs a "plan" and serves to connect different points of view in society. A bill, therefore, becomes the blueprint of the law and needs to be amended and improved upon before it is finally "built" or becomes law. The Mackinac Bridge is a familiar sight to all seniors in the Upper Peninsula, and the metaphor, it was assumed, would be easily remembered and would help viewers understand in very simple terms, the relationship of laws to bills. The early construction of the bridge was depicted with old photographs and an electronic wipe pattern and was designed to create a sense of nostalgia by bringing back proud memories.

Transitions by an Elected Official

Baran et al. (1984) found that preferred program components enjoyed by older adults were "variety in locations, narrators, characters and music." In order to keep viewers' interest, a few transitions between program segments were made with short monologues by an elected official. Not only did these segments break up the monotony of the voice-over narration, but the transitions served to introduce the audience to one of the key "characters" within the government context being scrutinized.

Legislative Process

In order to make the government appear more accessible in the minds of the target audience, footage of impromptu meetings, talks and breakfast gatherings with constituents and representatives were incorporated into the program to show both the formal and informal aspects of lawmaking. After the theory of lawmaking was explained, an example was given of an actual bill going through the legislative stages, before being passed. This example was designed to solidify the theoretical process of lawmaking in the viewers' minds.

Interviews/Testimonials

Interview clips of seniors from the Upper Peninsula were interspersed between segments to "liven up" the content and to further motivate the audience by peers expressing concern about issues facing seniors across Michigan. The interviewees also provided positive images of active and involved seniors, a strong positive reinforcement for elderly viewers lacking self-confidence or motivation.

Music

Various styles of music were used to increase the entertainment appeal of the program by creating a background for both the visuals and voice-over narration. The music was varied in pace and different instruments helped to provide different "timbres" for the program.

During the opening, a flute and piano accompanied the panoramic footage of the Upper Peninsula and conveyed an "uplifting" mood. During the cartoon segment, the flute played lighthearted, fast-paced music to create a sense of cheerfulness to accompany the characters. The segment showing the informal aspects of lawmaking was accompanied by piano ragtime, creating an informal, relaxed and

familiar mood. This same ragtime was used at the end of the program as the credits were shown, leaving the viewer on a positive, up-beat note.

Titles/Keywords

Throughout the cartoon section, certain key words and phrases were inserted at the bottom or top of the screen to aid viewers in the retention of material. These added "visuals" also helped to break up the monotony of periodically animated cartoon characters and signified educational "signposts" for material that was important.

Digital Animation

Cartoon characters were used to help viewers understand the theoretical aspects of the legislative process more fully. Barbara Billsworth, the principal character, was designed to portray an active, elderly woman in the midst of a community representing all age groups. Barbara Billsworth was purposely created as a positive, non-stereotypic image of an older woman. Actual footage of scenes within the legislature were interspersed throughout the digital animation, showing viewers the "real"

context within which this cartoon character was supposed to exist.

Sequencing

The program segments were sequenced with a basic instructional philosophy in mind: the viewer was first presented with familiar information to motivate and increase overall confidence at being able to understand. This "foundation" of viewer confidence was followed by segments of new material.

Pacing

The program pace varied with the information conveyed and the sequencing was designed to create a variation in pace in order to keep the attention and interest of the target audience. Most of the editing was moderately paced. The voice-over portions of the script varied between a newscast delivery and a slower, more explanatory delivery, depending on the accompanying footage. The music also helped to give the program variety in its pace.

(The program script is provided in Appendix C.)

Pre-test Results

Even though the pre-testing of a program segment was conducted in the formative research stage, it was decided that the findings should be included after the program design was discussed, giving the reader the opportunity of making sense of the results and program modifications.

The segment which was used for the pre-test was two minutes in length. Old photographs of the construction of the Mackinac Bridge were framed with an electronic wipe pattern, and were edited together, forming a visual essay.

The pre-test was conducted at a retirement home in Lansing (southern Michigan). Approximately twenty senior residents took part in a focus group discussion after the test program segment was screened.

Before the program was screened, the researcher introduced herself briefly, and asked the audience to identify what images came to mind when they heard the word "Bridge". The responses ranged from Mackinac Bridge to cards, coming together, teeth and the bridge of glasses. This informal "word-association test" helped the researcher to understand participants' psychographics and additionally broke the ice and got respondents comfortable with talking in front of a group. The researcher then showed the brief program segment, and afterward, asked them some questions (see Appendix A). These were the findings:

Content: the majority of the audience did not remember the main point of the message - namely the analogy between the bridge and laws. Everyone was too intrigued with the graphics depicting the development of the bridge.

Narration: the narrator's voice was too low in frequency and intensity. Seniors with hearing aids were unable to understand the copy clearly. Also the background music was too loud and some of the respondents felt that the narration was delivered too fast.

Visuals: the transitions between the visuals were too fast and there was continuous narration throughout the segment; respondents were therefore losing some of the message because their concentration was "divided". Lastly, all the participants liked the use of the bridge in the video and one senior suggested using other scenic sites of Michigan for the rest of the message.

Credibility: the message was believed and when probed as to why, the participants unanimously agreed that it was because the information presented was familiar to them.

Pacing: the pacing of the segment was too fast for the audience to fully comprehend the message; also the segment presented to them was probably too short, not allowing the audience time to get "accustomed" to the message.

Message Modifications

In response to the findings of the pre-test, the producer changed the audio mix between the narration and the background music, and allowed more time between the introductory narration and the eventual analogy of the bridge. Additionally, a narrator was chosen who had a higher pitched voice in order that seniors with hearing aids would be able to listen to the narration with greater ease.

The introduction to the visual essay was made by an elected official giving the audience some time before having to concentrate on the voice-over narration; additionally, the final graphic was not accompanied by narration and all camera movement (pans, tilts and zooms) was eliminated. In order to give the viewers some "breathing space", a number of segments were also designed with no voice-over narration. Natural sound-on-tape and music were used for these transitions. Overall pacing of the visual essay and the transitions throughout the video were significantly slowed down.

The cognitive section, comprised of items 11 - 19, revealed variations in the knowledge increase of viewers (Table 2).

Table 2. Percentage of Correct and Incorrect Responses for Cognitive Questionnaire Items (N = 39).

Items	11	12	13	14	15	16	17	18	19
Right	77.8	40	84.2	27	90.6	100	53.1	12.1	91.4
Wrong	22.2	60	15.8	73	9.4	0	46.9	87.9	8.6

Items 11, 13, 15, 16, and 19 revealed a high frequency of correct answers, while items 12, 14, 17, and 18 revealed an overall lower frequency of correct answers.

Items 23, 25, and 26 evaluated intended viewer behavior. The composite mean for these questions was 2.6 out of a possible score of 3.0 (see Table 3).

Table 3. Means of Behavioral Questionnaire Items (N = 39)

Items	23	25	26
Mean	2.33	2.6	2.88

Items 20a - 20i, evaluated the production components used in the program. As shown in Table 4, all were evaluated positively. The composite mean for this section was 6.3 out of the highest possible score of 7.0 .

Table 4. Means of Production Components

(N = 39)

Item	Mean

(20a) music	5.67
(20b) cartoon segment	6.06
(20c) Barbara Billsworth	6.53
(20d) old photos of Bridge	6.76
(20e) segments with senator	6.14
(20f) interviews	6.4
(20g) footage of n. Michigan	6.8
(20h) narration	6.24
(20i) titles/keywords	6.12

There were two items on the questionnaire that focused on seniors' choice of medium. Item 21 showed that 54.1 percent of all respondents at one time were involved in a senior interest group. Item 22 tested whether a mass medium or interpersonal communication, played a part in increasing their involvement in their senior interest group. The results showed that interpersonal communication

was the most frequent motivational channel for senior involvement (8 responses). Radio and Television, together with "Other" channels (e.g., information gathered at the work place, the senior center or at other special interest clubs) were the next most frequent way in which seniors received and acted upon invitations for involvement (7 responses each). Newspapers gained the lowest frequency of responses (5 responses). Some overlap did occur however, since some respondents checked off multiple sources of information (see Table 5).

Table 5. Questionnaire Items focusing on Choice of Medium.

(N = 39)

Item	yes	no	not sure	NP	R/TV	IP	Other
21	54.1%	43.2%	2.7%	--	--	--	--
22	--	--	--	25%	35%	40%	35%

Item 24, and items 27 - 31 revealed demographic data as well as possible intervening variables. The results for item 24 showed that 22.2 percent of respondents attended Senior Power Day while 77.8 percent never attended this annual function. Item 27, focusing on the number of years seniors had attended senior centers, revealed that 15.2 percent had attended the center for less than a year, 3 percent had attended for one to two years, 21.2 percent had

attended for two and one half to four years, 6.1 percent had attended for four and one half to six years and 54.5 percent had attended for over six years. Item 28 revealed that 43.2 percent were male while 56.8 percent of respondents were female. Item 29 focused on the age of respondents and revealed that none were less than 50 years of age, 10.8 percent were between the ages of 51 to 59, 21.6 percent were between the ages of 60 to 69, 56.8 percent were between the ages of 70 to 79, and 10.8 percent were 80 years old or older. Item 30 focused on respondent's educational level and the results showed that 16.7 percent attended only Elementary School, 0 percent attended only Junior High School, 50 percent High School and 33.3 percent of respondents attended College. Item 31 revealed that 30.6 percent of the respondents lived alone, while 69.4 percent lived with someone. Lastly, the respondents were categorized according to viewing environment, and the results showed that 15.4 percent of those who took part in the survey were made up of both the retired couple and the women's interest group, 25.6 percent of respondents were comprised of seniors from Petoskey Senior Center, 33.3 percent of respondents were comprised of seniors from Central Lake Senior Center and 25.6 percent of respondents were comprised of seniors from the Gaylord Senior Center (See Table 6. for demographic items).

Table 6. Frequencies of Demographic Questionnaire Items
(N = 39)

(Attendance)	<1 yr.	1-2yrs.	2.5-4yrs.	4.5-6yrs.	6+yrs
Percentage	15.2	3.0	21.2	6.1	54.5

(Gender)	Female	Male			
Percentage	56.8	43.2			

(Age)	<50	51-59	60-69	70-79	80+
Percentage	0	10.8	21.6	56.8	10.8

(Education)	Elem.	Junior High	High Sch.	College	
Percentage	16.7	0	50	33.3	

(Living Arrangement)	Alone		With Someone		
Percentage	30.6		69.4		

(Viewing Env.)	Couple/Wmn.	Petoskey	Cen. Lake	Gaylord	
Percentage	15.4	25.6	33.3	25.6	

(Attend. at Senior Power Day)	Attended		Not Attended		
Percentage	22.2		77.8		

It was assumed that certain intervening variables (gender, age, education, living arrangement, length of attendance at a senior center, previous attendance at Senior Power Day, and viewing environment) possibly confounded the findings. In order to alleviate this possibility, one-way ANOVA tests were conducted to find out if these intervening variables affected viewer response by calculating if differences between certain group means were significant.

It was assumed that those seniors who had been attending senior centers for a long time might be more passive and less likely to get involved in government issues than those who had perhaps lived a more independent lifestyle and had not been associated with a senior center for long. Since there were very few responses in each of the categories below six years of attendance, the researcher decided to collapse the data and combine the responses for the "less than one year" to "six years" categories. The analysis revealed that there were no significant differences in any of the cognitive, affective, or behavioral means between those respondents who had attended senior centers for less than six years and those who attended senior centers more than six years (Table 7).

It was also assumed that females might be more likely to agree with becoming involved in government rather than

males because during the questionnaire pre-testing stage, it was more difficult to get males to watch the program and fill out the questionnaires. Interestingly, although males and females did not differ significantly in regards to affective and cognitive scores, significant differences became apparent between behavioral composite means (items 23,25,and 26). Males scored higher on these items with a composite mean of 2.9 out of a possible 3.0, while females scored 2.6 (Table 7).

It was assumed from the onset that respondents living with others might be more likely to get involved in activities taking them outside the home, rather than those respondents living alone. As shown in Table 7, these two groups did not score significantly differently on cognitive and affective items. However, those respondents who lived with someone scored significantly higher on behavioral items (composite mean 2.8) than those respondents who lived alone (composite mean 2.5).

Likewise, it was assumed that those respondents with a higher level of education might score differently on affective items and higher on cognitive items than respondents with lower education. The researcher decided not to test if there were significant differences between educational groups and intended behavior because she felt that education was most likely not a confounding variable in this instance. None of the three educational

groups scored significantly differently on affective scores. As was expected however, there was a significant difference between educational level and cognitive means. Those respondents who attended college scored significantly higher (composite mean was 6.5 out of 9.0) than respondents who had attended High School (composite mean was 4.9) and Elementary School (composite mean was 4.9). No significant difference was found between respondents who attended High School and Elementary School (Table 7).

Similarly, the analysis revealed that those respondents who previously attended Senior Power Day scored significantly higher on the cognitive section (composite mean was 6.85) than those who had never attended the annual function (composite mean was 5.14). As shown in Table 7 however, there were no significant differences between the affective and behavioral means in regards to Senior Power Day attendance.

And lastly, since the level of distraction varied from session to session, it was assumed that those groups who watched the video under quieter conditions would score higher on the cognitive questionnaire items than respondents who viewed the video under distracting conditions. Suprisingly, as shown in Table 7, there was no significant difference between the viewing conditions and the affective, cognitive, and behavioral means.

Also age did not prove to be an intervening variable, as no significant difference was found for any of the means.

Table 7. Intervening Variables and Differences in Respondent's Affective, Cognitive, and Behavioral Means.

VARIABLE	Difference in Cogn. Mean	Difference in Affect. Mean	Difference in Beh. Mean
Gender	No	No	Yes
Sen. P. Day	Yes	--	--
Age	No	No	No
Attend. at Ctr.	No	No	No
Education	Yes	No	No
Living Arrang.	--	No	Yes
Viewing Env.	No	No	No
(N = 39; Level of Significance at .05)			

Summary

The formative research results revealed that respondents: 1) possessed little knowledge of legislative theory, 2) felt that voicing their opinions on Senior Power Day would not make a big difference, 3) agreed that seniors needed to get more involved in state government, 4) felt that their representatives cared about their needs, 5) listed numerous laws recently passed that were of interest to them, 6) listed their favorite events on Senior Power Day, and 7) listed practical ways in which seniors could voice their opinions. This audience profile helped the researcher to compile measureable affective, cognitive and intended viewer behavioral objectives.

The production research results led the producer to make numerous production decisions after evaluating the advice and suggestions from content, regional and production experts. The meetings with the regional experts resulted in the Mackinac Bridge being used as a recurring symbol and metaphor in the program. Also, a narrator from northern Michigan was chosen to read the script.

Meetings with content experts resulted in the inclusion of certain content, terminology and case studies of previous bill in the program. Meetings with production experts resulted in a segment of the program being

digitally animated and suggestions were made in regards to "fine-tuning" the editing, music composition and audio mix. The Executive Producer and the Producer evaluated experts' suggestions and made decisions on what information to include and exclude. Budget meetings with program funders and producers also resulted in the inclusion of a digitally animated program segment. As a result of the information gathered from different experts and the audience profile, the program segments (opening visual montage, visual essay of the bridge, transitions, legislative theory, interviews, music, instructional titles/keywords, and digital animation) were designed and the sequencing and pacing of the program were produced accordingly. Additionally, a short program segment was roughly edited together and pre-tested on an audience of older adults. This pre-test resulted in message modifications being made to the audio mix, the narration, and the pacing.

Lastly, the evaluation research results showed the program's effect on its target audience. The data analysis revealed that there were significant differences between males and females in regards to intended viewer behavior; males had higher means than females and are therefore more likely to get involved in government activities. The analysis also revealed that those respondents who lived with someone had significantly higher means on intended

viewer behavior items than respondents who lived alone. In regards to cognitive differences between groups, respondents who previously attended Senior Power Day and respondents who had a college education, had significantly higher means than respondents with a lower educational level and those who had never attended Senior Power Day. In general, affective and intended behavior composite means were high, while cognitive items revealed a considerable percentage of incorrect answers.

CHAPTER V

DISCUSSION

Social science research has shown that creativity in producing mass media messages should always be coupled with research during the pre-production, production and post-production stages. Although some studies have shown that invisible walls exist between researchers and creative staff, there is evidence to show that creativity need not be negatively limited by research. On the contrary, this study has shown that through creative research, a message can be positively fine-tuned to have a greater impact on its' target audience.

In producing Bridging, the producer was able to gain insight into the thinking and value system of the program's target audience. Although specific objectives were set for senior viewers, the program had to additionally meet the unspoken expectations of various gatekeepers (e.g., funders, content and regional experts). No producer ever works in a vacuum, and this project proved to be an excellent example of the many different audiences a producer has to be aware of and satisfy.

Although this study effectively traced the role of the producer and researcher in the pre-production, production and post-production stages, it also had a number of weaknesses that decreased its' generalizability. Even though the researcher is confident that respondents were in many ways representative of the target audience, the study was evidently weakened by the lack of random sampling.

The formative and production research that was carried out for this project increased the effectiveness of the message. However, more in-depth research could have affected the program's format and content even more positively. For example, the cartoon segment should have been pre-tested on a representative sample of the target audience and the findings used to increase the lucidity of the theoretical legislative principles. Also the program segment, presenting the visual essay of the bridge and which was pre-tested on the target audience, was probably too short; the pilot should have been comprised of more program segments that tested all three objectives (cognitive, affective and intended behaviour). Additionally, the final program evaluation should have been conducted with the use of a control group, in order to give the researcher a better understanding of the program's effect.

A discussion after the final program screening could have given the target audience more information while

hopefully providing additional motivation for them to get involved; based on the knowledge that thinking and behavior is most often affected by interpersonal communication (rather than only through mass media messages), interpersonal contact between researcher and target audience through a discussion session, might have increased the program's overall effectiveness.

The evaluative portion of this project tried to identify the impact the program had on its intended audience. The program was designed to inform senior citizens of the legislative process, motivate them to get involved in local and state political activities and provide practical ways for viewers to change their behavior by giving specific examples of how to get involved. The test instrument was designed to reveal the target audiences' feelings regarding involvement and test the impact in terms of the cognitive and intended behavior objectives.

The target audience generally scored quite high on affective questionnaire items, giving the researcher the impression that their motivation and confidence level rose as a direct result of watching the program. The program seemingly increased most respondents' feelings about the need to get involved, and none of the intervening variables (gender, age, living arrangements, senior center attendance, education and viewing environment) seemed to

confound the results. However, since the audience's "affective level" was not tested before the program was shown, the results, implying an increase in the target audience's confidence and motivation regarding involvement, are approximate measures. Although the researcher is confident that the videotape did in some way change viewer's feelings about involvement, at least for the short term, a more complete study would have tested the audience before and after the screening.

Interestingly, the findings revealed that males and seniors who live together with other people are more likely to get involved in government, than females or seniors living alone. The gender differences were totally unexpected since during the pre-testing and final administration of the questionnaire, the researcher had a harder time convincing males to take part in the screening sessions while females were usually more willing to oblige. This phenomenon could possibly be explained by taking into consideration that most of the female respondents were socialized in a pre-feminist era and therefore are probably less likely to feel a strong inclination to get involved in government activities. Future attempts to encourage seniors to take part in political functions should probably place a special emphasis on targeting females and seniors who live alone.

The overall scores for the cognitive section were quite low, leading to the conclusion that the legislative theory was probably not covered adequately and that the program should have contained more repetition and possibly more case studies. However, respondents exhibited far greater knowledge of the legislative process on the evaluation questionnaire items than on the formative questionnaire items. Therefore the possibility exists that the cognitive objectives were unrealistically high and that respondents did increase their knowledge of the legislative process -- only not to the extent expected by the researcher. However, as was suggested by a review of the literature, viewers were given booklets containing the same message in greater detail after each screening. Not only will respondents be able to refer back to the booklets, but opportunities exist for seniors to replay the videotape as many times as needed. Nevertheless, if the program were to be modified, more attention would have to be paid to the pre-production research regarding the entry-level knowledge of the target audience and the production design of the program segments focusing on legislative principles.

In regards to the cartoon segment, viewer response was very positive. The finding also supports the thesis that a novel treatment of content material can be done very effectively through use of the television medium. Although viewers' cognitive scores were generally low, the cartoon

segment might not necessarily have contributed to low cognition of the material presented; the digital animation had considerable appeal and somewhat helped in clarifying the legislative process (item 5, asking viewers if the cartoon character helped them to better understand how bills become law, had a composite mean of 4.08 out of 5.0). Further research could test a similar instructional cartoon segment on a similar target audience with a control group seeing a non-cartoon segment, to see if the format alone affected viewer cognition.

Of all the program components tested (music, cartoon segment, cartoon character, old photos of the bridge, segments with the senator, interview clips with seniors, opening footage of the Upper Peninsula, the narrator's voice and the titles) the music scored the lowest with an overall mean of 5.67 out of 7.0. Although the volume of the background music was considerably lower in the final program than on the pilot segment that was pre-tested, some seniors still complained that the music was too loud during the screening sessions. Future research could focus on testing the volume and intensity of background music to find an acceptable level for those seniors with hearing aids.

Since the five different screening sessions had differing levels of distractions, the researcher was somewhat surprised that there were no significant differences between the group means. One possible

explanation is that those respondents who viewed the program under distracting conditions, made a greater effort at concentrating on the material presented.

The researcher is confident that the program did positively affect the morale of the target audience. However, one videotape is hardly ever enough for viewers to change their behavior. Through the production of this videotape, the needs of the target audience were beginning to be addressed. However, an extensive, multi-media information campaign is most probably necessary to increase senior citizen involvement in northern Michigan. This study looked at the very short term impact of a message. Now that the ground is tilled, the stage is set for long range strategies to be planned and significant efforts to be made to meet the needs of the target audience.

SUMMARY

The conclusion of the impact study testing the effect of Bridging, an educational video designed for senior citizens in northern Michigan, was positive with the affective objectives met most successfully. The behavioral and cognitive objectives were also met, and the researcher made numerous suggestions for future research as well as for program and research modifications. Additionally, the findings of the evaluation design were interpreted and discussed.

APPENDICES

APPENDIX A

FORMATIVE EVALUATION INSTRUMENTS**Focus Group Questions**

1. What was this segment about? What was the main point that was made?
2. Did you find it interesting? Why or why not?
3. Do you feel it was important or relevant to you?
4. How clear were the words spoken? Were you able to understand everything clearly?
5. Did you notice the music? Did you like it or did you find it distracting?
6. Do you believe what you saw is true?
7. From this segment, would you watch the whole program?
8. Are there things you would change in this message?
9. When you think of a bridge what kinds of things come to mind?

Interview Questions

1. Why did you come to Senior Power Day?
2. Can you name some bills or laws passed recently that are of interest to you?
3. What kinds of concerns have been voiced so far?
4. How does one go about voicing one's opinions on these issues?

5. When did you first get involved in government?
6. What does it mean to be involved?
7. Do you feel other senior citizens should make more of an effort to get involved?
8. What motivates you to keep involved in these activities?
9. How could we encourage senior citizens to become more involved in local issues?
10. When would you correspond with your representative?

FORMATIVE QUESTIONNAIRE

Dear Senior Citizen,

This short questionnaire is designed to find out how you feel about taking part in political activities such as today's Senior Power Day, and to determine your understanding of how a bill is passed in government and subsequently becomes a law. This questionnaire will only take a few minutes to fill out. Thank you for your kind cooperation!

1. From which district do you come?_____

2. Sex - ____Female ____Male

3. Age - ____50 - 60 yrs.

____61 - 65 yrs.

____66 - 75 yrs.

____75 and above yrs.

4. Have you ever participated in a Senior Power Day before?

____yes ____no ; if no, go on to question #5.

if yes, a) How many times?

____once

____2 - 5 times

____6 - 10 times

____10 or more times

b) What part of the day do you usually enjoy the most?

c) What makes you enjoy this part of the day the most?

5. Are you involved in local government in the district from which you come? ____yes ____no (If no, skip down to question #7. If yes, continue to question #6.)

6. If yes, what committees, special interest groups or other forms of local government are you involved in?

(Continue to question #8)

7. If no, what are your reasons for not getting involved in your local government?_____

In the next section, please indicate how you feel about the following statements, by indicating whether you strongly agree, agree, are neutral, disagree or strongly disagree.

9. I feel that I have enough opportunities to get involved in the local government in my district?

☐strongly agree ☐agree ☐neutral ☐disagree
☐strongly disagree

10. I feel that voicing my opinions on a day like Senior Power Day will make a difference in how the government deals with issues affecting senior citizens?

☐strongly agree ☐agree ☐neutral ☐disagree
☐strongly disagree

11. I feel it is important for senior citizens to become actively involved in government?

☐strongly agree ☐agree ☐neutral ☐disagree
☐strongly disagree

12. I feel that my senator cares about the needs of senior citizens?

☐strongly agree ☐agree ☐neutral ☐disagree
☐strongly disagree

In the next section, please indicate whether each of the statements are true or false by placing a mark next to the appropriate response.

13. ☐True ☐False A bill is debated at the House and the Senate before it sent to the Governor.

14. ☐True ☐False Various committees are formed to study a bill before it is sent to the Governor.

15. ☐True ☐False The Governor has five days within which to consider a bill

16. ☐True ☐False A committee reviewing a bill may hold public hearings.
17. ☐True ☐False The passing of a bill is a formal process and there is no room for informal meetings or emotional verbal interchanges while it is being reviewed.
18. ☐True ☐False Once a bill becomes a law, it takes some time and effort to put the new law into effect.

19. Would you say that senior citizens could make an impact on specific issues being debated by your local government? ☐yes ☐no ☐maybe ;

If yes, how could you make your feelings about a specific issue known to your state government?

20. What law, passed in the past two years, has greatly affected your life?

Thank you very much for participating in this survey.

Enjoy the rest of the day!

Questionnaire Results

The Likert scale was employed to get the respondents feelings about government issues; the frequency responses are listed below:

a) Would you say that senior citizens in your district receive enough attention from the local government?

36% - agree; 25%-neutral; 25%-disagree; 8%-strongly disagree

b) Do you feel that you have enough opportunities to get involved in local government in your district?

40% - agree; 40% - neutral; 20% - disagree

c) Do you feel that voicing your opinions on a day like Senior Power Day will make a difference in how the government deals with issues affecting senior citizens?

20% - strongly agree; 20% - agree; 60% - neutral

d) Do you feel it is important for senior citizens to become actively involved in government?

40% - strongly agree; 50% - agree; 10% - neutral

e) Do you feel that your senator cares about the needs of senior citizens?

80% - agree; 20% - neutral

APPENDIX B

Dear Senior Citizen,

I am the producer of BRIDGING, the program you just viewed. I would like you to evaluate BRIDGING, and give your honest feedback in regards to the issues discussed in the program. This survey is given on a strictly confidential basis. Thank you for taking a couple of minutes to answer the following questions:

FOR THE FOLLOWING QUESTIONS, PLEASE INDICATE HOW YOU FEEL ABOUT EACH STATEMENT BY PLACING A CHECK () NEXT TO THE RESPONSE THAT BEST DESCRIBES YOUR FEELINGS.

1. After viewing BRIDGING, I feel more confident about getting involved in local and state government issues.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

2. After viewing BRIDGING, I think I would write my senator or representative and express my feelings and opinions on current issues.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

3. While viewing BRIDGING, I felt a sense of pride in our state.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

4. While viewing BRIDGING, seeing old photographs of the construction of the bridge brought back many memories.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

5. Barbara Billsworth, the cartoon character, helped me to better understand how bills become law.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

6. After viewing BRIDGING, I feel that our government representatives value my opinions and concerns.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

7. After viewing BRIDGING, I believe that my senator really wants me to get in contact with him.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

8. While viewing BRIDGING, the interviews of seniors motivated me to get involved too.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

9. After viewing BRIDGING, I believe that there are many active seniors involved in local and state government.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

10. After viewing BRIDGING, I feel that there should be more active seniors involved in local and state government.

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

FOR THE FOLLOWING QUESTIONS, PLEASE INDICATE WHETHER THE STATEMENTS ARE TRUE, FALSE, OR YOU ARE NOT SURE, BY PLACING A T FOR true, AN F FOR false, AND AN NS FOR not sure NEXT TO EACH STATEMENT.

11. _____ A bill can be introduced into either the House or the Senate.

12. _____ When a bill is introduced into the Senate, a committee is set up to present the bill to the governor.

13. _____ If the governor chooses not to sign a bill, it can never become law.

14. _____ If the governor vetoes a bill, the House and Senate can override the veto with a letter of protest.

15. _____ While committees are deliberating over a bill, public hearings are held for all interested parties.

16. _____ Senators vote on bills after they have carefully studied the committee's recommendations.

17. _____ The 65 M.P.H. Speed Bill was an example of how bills can be unsuccessful.

18. _____ Senior Interns work in the governor's office and help with his campaign.

19. _____ Building a bridge and making laws is similar -- both need a blueprint.

20. **PLEASE RATE THE FOLLOWING PROGRAM COMPONENTS BY INDICATING HOW MUCH YOU LIKED OR DISLIKED THEM.**

		liked very much		don't know			disliked	
		+3	+2	+1	0	-1	-2	-3
a.	Music	_____	_____	_____	_____	_____	_____	_____
b.	Cartoon segment	_____	_____	_____	_____	_____	_____	_____
c.	Barbara Billsworth	_____	_____	_____	_____	_____	_____	_____
d.	Old photos of bridge	_____	_____	_____	_____	_____	_____	_____
e.	Segments with senator	_____	_____	_____	_____	_____	_____	_____
f.	Interview with seniors	_____	_____	_____	_____	_____	_____	_____
g.	Opening shots of UP	_____	_____	_____	_____	_____	_____	_____
h.	Narrator's voice	_____	_____	_____	_____	_____	_____	_____
i.	Typed information	_____	_____	_____	_____	_____	_____	_____

21. Have you ever been involved in a group that was mainly interested in senior citizen issues?

_____yes _____no _____not sure

22. What prompted you to get involved with such a group?

_____I read about it in the newspaper

_____I heard about it on the radio or television

_____I heard about it from a friend/family member/acquaintance

_____other (please specify): _____

_____I have never been involved in such a group

23. Now that you have viewed BRIDGING, are you more likely to get involved in a group that focuses on senior citizen's issues?
 ___yes ___no ___not sure
24. Have you ever participated in Senior Power Day?
 ___yes ___no ___not sure
25. After viewing BRIDGING, do you feel it is important for seniors from across Michigan to meet once a year, in order to make their feelings known collectively to their representatives?
 ___yes ___no ___not sure
26. After viewing BRIDGING, do you feel it is important for seniors all over Michigan to become more united?
 ___yes ___no ___not sure

And now, some final questions:

27. How long have you been coming to this Senior Center?
 ___under one year
 ___1 to 2 years
 ___2.5 to 4 years
 ___4.5 to 6 years
 ___over 6 years
28. What is your gender?
 ___male ___female
29. Which group best describes your age?
 ___below 50 years
 ___51 to 59 years
 ___60 to 69 years
 ___70 to 79 years
 ___over 80 years

30. Which category best represents your education?

___ attended Elementary school

___ attended Junior High school

___ attended High school

___ attended College

31. Which best describes your living situation?

___ live alone

___ live with someone

___ other (please specify): _____

Additional Comments: _____

THANK YOU FOR YOUR KIND COOPERATION:

HAPPY HOLIDAYS!

ITEM ANALYSIS**Independent Variables**

1. **Viewing environment/Session:** The different groups who viewed the video were in different environments and the noise level as well as external distractions varied from one session to the next.
2. **Gender (Item 28)**
3. **Age (Item 29)**
4. **Education (Item 30)**
5. **Living Situation (Item 31)**
6. **Previous attendance at Senior Power Day (Item 24)**
7. **Length of regular attendance at senior center (Item 27)**

Production Components

1. **Music (Item 20a)**
2. **Cartoon Segment (Item 20b)**
3. **Cartoon Character (Items 5, 20c)**
4. **Old Photos of Bridge (Items 4, 20d)**
5. **Segments with Senator (Item 20e)**
6. **Interviews with Seniors (Item 20f)**
7. **Footage of northern Michigan (Item 20g)**
8. **Narration (Item 20h)**
9. **Instructional Titles/Keywords (Item 20i)**

Dependent Variables

1. The amount of information grasped; response to the cognitive section (questions 11-19)
2. Respondents' feelings about:
 - a. self confidence
 - b. getting involved in government
 - c. unity among seniors in Michigan
 - d. representatives' interest in their well-being
 - e. northern Michigan
 - f) being respected and valued members of society(Items 1 - 4, 6 - 10)
3. Respondents' positive intention to:
 - a. get involved in senior interest groups
 - b. meet once a year with seniors from across Michigan
 - c. become more united with other seniors(Items 23, 25, 26)

Evaluation Questionnaire Rationale

The following section should be read in conjunction with the questionnaire. Each number represents the question number on the questionnaire and is followed by the corresponding rationale. After most of the rationales, an "a" or "c" will clarify whether the question tests an affective, behavioral or cognitive objective:

- #1 tests if BRIDGING has increased the viewers feelings of confidence (a)
- #2 tests if BRIDGING increased the viewers' feelings of capability of getting involved in government (a)
- #3 tests if BRIDGING increased the viewers' pride in the Upper Peninsula (a)
- #4 tests whether the visual essay helped to make viewers feel comfortable with familiar material before moving to the unfamiliar material (c/a)
- #5 tests whether the cartoon character helped the viewer to better conceptualize the theoretical aspects of legislation (c)

- #6 tests whether viewers feels like respected and valuable members of society (a)

- #7 tests whether viewers trust that representatives are sincerely interested in their well-being (a)

- #8 tests whether viewers feel more motivated to get involved, after seeing interview clips of active seniors (a)

- #9 tests whether viewers believe that there are actively involved seniors already in the government process (a)

- #10 tests whether viewers feel more motivated to get involved in the political process (a)

- #11-#19 tests whether viewers understood the theoretical and practical procedures of law making (c)

- #20, a-i tests the degree to which the various program components appealed to the target audience

- #21 & #22 test whether those seniors who are involved in their communities were encouraged through the mass media or interpersonal communication or both

#23, 25, 26 tests whether viewers exhibit a positive intention to get involved in senior interest groups, and are likely to make an effort to become more united with seniors across Michigan (beh.).

#24 tests what percentage of respondents have attended Senior Power Day.

#27 - #31 reveals demographic information

CODING SCHEME

<u>Item</u>	<u>Code</u>
1. confidence	5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree 0 = not answered
2. write	5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree 0 = not answered
3. pride	5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree 0 = not answered

4. memories

5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree
 0 = not answered

5. Barbara

5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree

7. senator

5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree
 0 = not answered

8. clips of seniors

5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree
 0 = not answered

- | | |
|----------------------------------|---|
| 9. active seniors | 5 = strongly agree
4 = agree
3 = neutral
2 = disagree
1 = strongly disagree
0 = not answered |
| 10. more active seniors | 5 = strongly agree
4 = agree
3 = neutral
2 = disagree
1 = strongly disagree
0 = not answered |
| 11. bill intro. | T = 1, F = 0, not sure = 0 |
| 12. committee to governor | F = 1, T = 0, not sure = 0 |
| 13. governor doesn't sign | F = 1, T = 0, not sure = 0 |
| 14. letter of protest | F = 1, T = 0, not sure = 0 |
| 15. public hearings | T = 1, F = 0, not sure = 0 |
| 16. recommendation | T = 1, F = 0, not sure = 0 |

17. 65 M.P.H.

F = 1, T = 0, not sure = 0

18. interns

F = 1, T = 0, not sure = 0

19. blueprint

T = 1, F = 0, not sure = 0

20

a. music

+3 = 7

-1 = 3

+2 = 6

-2 = 2

+1 = 5

-3 = 1

0 = 4

NA = 0

b. cartoon

+3 = 7

-1 = 3

+2 = 6

-2 = 2

+1 = 5

-3 = 1

0 = 4

NA = 0

c. Billsworth

+3 = 7

-1 = 3

+2 = 6

-2 = 2

+1 = 5

-3 = 1

0 = 4

NA = 0

d. photographs	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0
e. segments with senator	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0
f. interview clips	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0
g. Upper Peninsula	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0
h. narrator	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0

i. typed information	+3 = 7	-1 = 3
	+2 = 6	-2 = 2
	+1 = 5	-3 = 1
	0 = 4	NA = 0
21. senior group	3 = yes, 2 = not sure, 2 = no	
	NA = 0	
22.		
a. newspaper	1 = yes, 0 = no	
b. radio/television	1 = yes, 0 = no	
c. interpersonal	1 = yes, 0 = no	
d. other	1 = yes, 0 = no	
23. old group	3 = yes, 2 = not sure, 1 = no	
	NA = 0	
24. Senior Power Day	1 = yes, 0 = no, 0 = not sure,	
	NA = 0	
25. united seniors	3 = yes, 2 = not sure, 1 = no,	
	NA = 0	

26. importance of unity 3 = yes, 2 = not sure, 1 = no,
NA = 0

27. center attendance 5 = 6+ years
4 = 4.5 - 6 years
3 = 2.5 - 4 years
2 = 1 - 2 years
1 = <1 year
0 = not answered

28. gender 1 = male, 2 = female

29. age 5 = 80+ years
4 = 70 - 79 years
3 = 60 - 69 years
2 = 51 - 59 years
1 = <50 years
0 = not answered

30. education 4 = College
3 = High School
2 = Junior High School
1 = Elementary School
0 = not answered

31. living situation

2 = lives with someone

1 = lives alone

0 = not answered

32. session

5 = Gaylord Senior Center

4 = Central Lake Senior Center

3 = Petoskey Senior Center

2 = Gaylord Ladies Group

1 = Sault St. Marie couple

RAW DATA

**Table B-1. Frequencies and Means of Questionnaire
Items 1 - 10.**

Item	SDis.	Dis.	Neut.	Agr.	SAgr.	Mean
1	0%	5.1%	15.4%	56.4%	23.1%	3.97
2	0%	7.7%	12.8%	51.3%	28.2%	4.0
3	0%	0%	7.7%	43.6%	48.7%	4.41
4	0%	0%	5.1%	51.3%	43.6%	4.38
5	0%	0%	10.8%	66.7%	18.9%	4.08
6	2.6%	0%	2.6%	71.8%	23.1%	4.12
7	2.6%	0%	0%	56.4%	41.0%	4.33
8	0%	2.6%	16.7%	58.3%	22.2%	4.0
9	0%	5.1%	2.6%	59.0%	33.3%	4.20
10	2.7%	0%	0%	37.8%	59.5%	4.51

**Table B-2. Frequencies and Means of Production
Components, Items 20a - 20i.**

Item	-3	-2	-1	0	1	2	3	Mean
a	13.9%	0%	0%	0%	13.9%	22.2%	50.0%	5.67
b	3.0%	3.0%	0%	0%	15.2%	30.3%	48.5%	6.06
c	0%	0%	0%	0%	10.0%	26.7%	63.3%	6.53
d	0%	0%	0%	0%	2.6%	18.4%	78.9%	6.76
e	2.8%	0%	0%	5.6%	16.7%	19.4%	55.6%	6.14
f	0%	0%	0%	6.1%	15.2%	12.1%	66.7%	6.40
g	0%	0%	0%	0%	5.5%	16.75	77.8%	6.80
h	2.6%	0%	0%	2.6%	13.2%	26.3%	55.3%	6.24
i	0%	0%	0%	12.1%	15.2%	21.2%	51.5%	6.12

Table B-3. Frequencies of Questionnaire Item 21.

Item	Yes	No	Not Sure	Mean
21	54.1%	43.2%	2.7%	2.514

Table B-4. Frequencies and Means of Questionnaire Items 23 - 26.

Item	Yes	Not Sure	No	Mean
23	58.3%	25.0%	16.7%	2.33
24	22.2%	--	77.8%	--
25	77.1%	17.1%	5.7%	2.60
26	94.4%	5.6%	0%	2.88

Table B-5. Means, Frequencies, F-Ratio and F-Probability of Behavioral Questionnaire Items.

Level of Significance at .05

Variable	Mean	Frequency	F-Ratio	F-Prob
Gender				
Female	2.6	21	7.3154	.0105
Male	2.9	16	7.3154	.0105
Yrs. of Attendance				
0 to 2	2.5	6	1.3329	.28
2.5 to 6	2.7	9	1.3329	.28
6+	2.8	18	1.3329	.28
Age				
51 to 69 yrs.	2.8	12	1.4132	.2422
70+ yrs	2.7	25	1.4132	.2422
Education				
Elementary	2.7	6	.4309	.6535
High School	2.6	18	.4309	.6535
College	2.8	12	.4309	.6535
Living Arrangement				
Live Alone	2.5	11	5.5325	.0246
With Someone	2.8	25	5.5325	.0246
Viewing Environment				
SBM/Women's	2.4	6	1.8	.1692
Petoskey	2.8	10	1.8	.1692
Central Lake	2.7	13	1.8	.1692
Gaylord	2.7	10	1.8	.1692

**Table B-6. Means, Frequencies, F-Ratio and F-Probability
of Affective Questionnaire Items.
Level of Significance at .05**

Variable	Mean	Frequency	F-Ratio	F-Prob
Gender				
Female	4.2	21	.0020	.96
Male	4.2	16	.0020	.96
Yrs. of Attendance				
0 to 2	4.0	6	.77	.50
2.5 to 6	4.1	9	.77	.50
6+	4.3	18	.77	.50
Age				
51 to 61	4.3	12	.6404	.4290
70+	4.16	25	.6404	.4290
Education				
Elementary	4.0	6	.5626	.5751
High School	4.3	18	.5626	.5751
College	4.2	12	.5626	.5751
Living Arrangement				
Alone	4.1	11	.3342	.5670
With Someone	4.2	25	.3342	.5670
Viewing Environment				
SSM/Women's	4.1	6	.6252	.6035
Petoskey	4.3	10	.6252	.6035
Central Lake	4.3	13	.6252	.6035
Gaylord	4.1	10	.6252	.6035

**Table B-7. Means, Frequencies, F-Ratio and F-Probability
of Cognitive Questionnaire Items.
Level of Significance at .05**

Variable	Mean	Frequency	F-Ratio	F-Prob
Gender				
Female	5.36	19	.2242	.6390
Male	5.62	16	.2242	.6390
Senior Power Day Attendance				
Attended	6.85	7	7.95	.0081
not Attended	5.14	28	7.95	.0081
Yrs. of Attendance				
0 to 2	5.0	6	.2314	.7949
2.5 to 6	5.5	9	.2314	.7949
6+	5.5	16	.2314	.7949

Table B-7 Con't.

Variable	Mean	Frequency	F-Ratio	F-Prob

Age				
59 to 69	5.25	12	.3999	.5315
70+	5.6	23	.3999	.5315

Education				
Elementary	4.83	6	4.6322	.0171
High School	4.94	17	4.6322	.0171
College	6.5	12	4.6322	.0171

Viewing Environment				
SSM/Women's	5.5	6	2.6275	.066
Petoskey	6.55	9	2.6275	.066
Central Lake	4.83	12	2.6275	.066
Gaylord	5.0	10	2.6275	.066

APPENDIX C

BRIDGING

Video

Audio

Short montage of typical
scenery from the UP
MCU of Senator with bridge
in bkgd.

(1) Music Full - flute and
(2) electric piano; Music under
(3) Senator: IT TOOK A LOT
(4) TO BUILD THE MACKINAC
(5) BRIDGE -- A LOT OF VISION
(6) HARD WORK AND DEDICATION
(7) FROM MANY PEOPLE. OVER
(8) YEARS, I'VE FOUND THAT
(9) MAKING LAWS IS A LOT LIKE
(10) BUILDING BRIDGES

MCU of Senator; slow zoom
out to WS

(11) A BRIDGE CONNECTS TWO FAR
(12) AWAY SHORES JUST LIKE
(13) LAWS CONNECT MANY
(14) DIFFERENT POINTS OF VIEW.
(15) AND BOTH MAKE IT POSSIBLE
(16) TO OVERCOME DEEP
(17) DIVISIONS -- WHETHER THEY
(18) BE WATER OR COMPLEX
(19) ISSUES. Music Under.

Still photographs with (1) Narrator: THE MACKINAC
an electronic border wipe (2) BRIDGE WAS OPENED TO THE
(3) PUBLIC IN 1957. PRIOR
(4) TO THAT DATE, THERE WERE
(5) THOSE WHO FOUGHT ITS VERY
(6) CONSTRUCTION, SAYING
(7) MICHIGAN WINTERS AND
(8) GREAT LAKES ICE WOULD
(9) SURELY DESTROY IT. BUT
(10) OTHERS, FIRED WITH THE
(11) VISION AND STEADFAST
(12) BELIEF, THAT A FIVE MILE
(13) LONG BRIDGE COULD BE
(14) BUILT TO UNITE MICHIGAN'S
(15) TWO PENINSULAS, KEPT
(16) WORKING TOWARD IT IN THE
(17) LEGISLATURE AND IN THE
(18) COURT OF PUBLIC OPINION,
(19) AND THEY WON. ENGINEERS
(20) AMENDED NUMEROUS PLANS,
(21) AND AFTER THE BLUEPRINTS
(22) WERE APPROVED, THE
(23) CONSTRUCTION BEGAN IN
(24) EARNEST. TODAY THIS
(25) BRIDGE STANDS AS A
(26) MONUMENT TO THOSE WHO

- (1) DREAM OF A BETTER WORLD,
- (2) AND WORK TO MAKE IT A
- (3) REALITY.
- (4) Music Full.
- (5) Music Under.

WS of Bridge. Senator

enters from screen right,
turns and faces the camera
MS of senator with traffic
in background

- (4) Senator: JUST AS A
- (7) BLUEPRINT WAS NEEDED TO
- (8) BUILD THIS BRIDGE, SO
- (9) BILLS BECOME BLUEPRINTS
- (10) OF LAWS. SO LET'S TAKE A
- (11) LOOK AT HOW BILLS GO
- (12) THROUGH THE BLUEPRINT
- (13) PROCESS.
- (14) Music under

FS of Barbara, screen left

insert community on screen
right
insert thought balloon on
top of screen

- (15) Narrator: IMAGINE FOR A
- (16) MOMENT A SMALL TOWN IN
- (17) NORTHERN MICHIGAN.
- (18) BARBARA BILLSWORTH, A
- (19) SENIOR CITIZEN CALLS IT
- (20) HOME. SHE IS VERY
- (21) INVOLVED IN HER COMMUNITY
- (22) AND A FEW YEARS AGO SHE
- (23) HAD AN IDEA SHE THOUGHT
- (24) WAS A GREAT ONE. BARBARA
- (25) KNEW MANY SENIORS IN HER

(1) AREA WHO WERE HAVING A
 (2) TOUGH TIME MAKING IT IN
 (3) THEIR OWN HOMES. SHE
 (4) ALSO KNEW MANY YOUNG
 (5) PEOPLE WHO WERE JUST
 (6) STARTING OUT IN MARRIED
 (7) LIFE, AND WHO COULDN'T
 (8) AFFORD THEIR OWN HOME OR
 (9) APPARTEMENT.

Insert title "Shared (10) SHARED HOUSING, MATCHING

"Housing on screen bottom (11) SENIORS WITH THESE YOUNG
 (12) PEOPLE SEEMED LIKE THE
 (13) PERFECT SOLUTION TO

MCU of Barbara, screen (14) BARBARA. SHE PHONED HER

right, and senator screen (15) SENATOR, TO SEE HOW SHE
 left with diagonal wipe (16) COULD HELP PROMOTE THE
 (17) SHARED HOUSING IDEA. SHE
 (18) LEARNED THAT A STATEWIDE
 (19) SENIOR CITIZEN'S
 (20) ORGANIZATION WAS WORKING
 (21) TO PUT THE PROPOSAL
 (22) BEFORE THE LEGISLATURE,
 (23) AND THAT HER SENATOR HAD
 (24) AGREED TO PUT THE
 (25) PROPOSAL BEFORE THE

	(1) LEGISLATURE. TOGETHER
	(2) WITH OTHER MEMBERS OF HER
	(3) COMMUNITY, BARBARA
<u>Insert "write letters, _____</u>	<u>(4) DECIDED TO WRITE LETTERS</u>
attend public hearings"	(5) IN SUPPORT OF THE BILL
at bottom of screen	(6) AND ATTEND PUBLIC
<u>Diagonal wipes Barbara off</u>	<u>(7) HEARINGS. IDEAS LIKE</u>
screen leaving the senator	(8) BARBARA'S COULD HAVE
	(9) ORIGINATED FROM SPECIAL
<u>insert titles on right _____</u>	<u>(10) INTEREST GROUPS, A</u>
side of screen:"sp.int.	(11) SENATOR OR REPRESENTATIVE,
group", "sen. or rep."	(12) ANOTHER PRIVATE CITIZEN
"priv. citizen", "other"	(13) OR OTHER SOURCES. BUT
	(14) BEFORE AN IDEA CAN BE
	(15) INTRODUCED AS A BILL, IT
<u>Full screen with title _____</u>	<u>(16) MUST BE DRAFTED INTO</u>
"an idea is drafted into	(17) LEGAL LANGUAGE BY THE
leg. lang. by legislative	(18) LEGISLATIVE SERVICE
service bureau.(blue bkgd)	(19) BUREAU. AFTER A DRAFT
<u>WS of House of Legislature</u>	<u>(20) IS COMPLETE, A BILL CAN</u>
	(21) BE INTRODUCED INTO EITHER
<u>Houses light up with title</u>	<u>(22) THE HOUSE OR SENATE. IN</u>
	(23) BARBARA'S CASE, THE BILL
	(24) SHE IS SUPPORTING IS
	(25) INTRODUCED INTO THE

Enter senator screen right (1) SENATE, WHERE IT IS
 and passes the houses of (2) ASSIGNED TO THE SENATE
 legis. and exits screen 1. (3) COMMITTEE ON SENIOR
 (4) CITIZEN'S ISSUES
 (5) S.O.T. Full
 (6) S.O.T. Under

Footage of a committee (7) THE COMMITTEE HOLDS
meeting (8) PUBLIC HEARINGS ON THE
 (9) BILL, CHANGES IT
 (10) SLIGHTLY BY AMENDMENT
 (11) AND THEN VOTES ON
 (12) WHETHER TO SEND IT TO
 (13) THE FULL SENATE FOR
 (14) DEBATE. IN THIS CASE,
 (15) THE COMMITTEE APPROVES
 (16) THE BILL. IF COMMITTEE
 (17) MEMBERS HAD VOTED
 (18) AGAINST THE BILL, IT
 (19) WOULD HAVE REMAINED IN
 (20) COMMITTEE UNTIL THE END
 (21) OF THE LEGISLATIVE
 (22) SESSION.

(23) S.O.T. Under
Footage of Senate in (24) IN THE SENATE, THE BILLS
in session (25) ARE READ AND THE

(1) COMMITTEE'S
 (2) RECOMMENDATIONS ARE
 (3) CONSIDERED, AND THE
 (4) BILL'S MERITS ARE DEBATED
 (5) ONCE AGAIN, AS IN
 (6) COMMITTEE, THE BILL CAN
 (7) BE APPROVED, AMENDED OR
 (8) VOTED DOWN. IN BARBARA'S
 (9) CASE, THE SHARED HOUSING
 (10) MEASURE RECEIVES OVER-
 (11) WHLEMING APPROVAL FROM
 (12) THE SENATORS, AND IT
 (13) IS PASSED ON TO THE HOUSE
 (14) FOR FURTHER CONSIDERATION.
 (15) ON THE SAME DAY THE
 (16) SENATE CONSIDERED
 (17) BARBARA'S BILL, THERE WAS
 (18) A FULL CALENDAR, WITH
 (19) OVER TWENTY OTHER
 (20) MEASURES FOR
 (21) CONSIDERATION.

WS of Legis. the House
 is labeled

Insert "Committee Mtgs.
 at bottom of screen

(22) IN THE HOUSE, THE
 (23) BILL GOES THROUGH A
 (24) SIMILAR PROCESS; AFTER
 (25) COMMITTEE CONSIDERATION

Ins. "Publ. Hearings" (CG) (1) AND PUBLIC HEARINGS, THE
Ins. "Debate and Vote' (CG) (2) BILL IS DEBATED BY THE
(3) FULL HOUSE AND A VOTE IS
Senator enters screen left (4) TAKEN. BARBARA'S BILL
and Barbara enters scr. r. (5) ALSO PASSES THE HOUSE,
Legis. Building in bkg. (6) AND IT IS PRESENTED TO
(7) THE GOVERNOR TO BE SIGNED.
WS of Governor at desk (8) WHEN A BILL COMES TO HIS
(9) DESK, THE GOVERNOR HAS
(10) THREE OPTIONS: HE CAN
Insert "Sign the bill"(CG) (11) SIGN A BILL, MAKING IT
Insert "Veto the bill"(CG) (12) LAW; OR HE COULD VETO
(13) IT. HOWEVER IF THE
(14) GOVERNOR VETOES A BILL,
(15) IT COULD STILL BECOME A
(16) LAW IF THE HOUSE AND
(17) SENATE OVERRIDE THE VETO
Insert "2/3 majority vote" (18) WITH A 2/3 MAJORITY VOTE.
(CG) (19) THE GOVERNOR COULD ALSO
Insert "Not sign the bill" (20) SIMPLY CHOOSE NOT TO SIGN
(CG) (21) THE BILL, AND AFTER 14
(22) DAYS, IT WOULD AUTOMATIC-
loose titles (23) ALLY BECOME LAW. THE
(24) GOVERNOR BELIEVES THE
(25) SHARED HOUSING IDEA IS A

- (1) GOOD ONE, AND SO HE
- (2) SIGNS THE BILL INTO LAW.

Insert "Sh. Hs.Bill bec. Law" on top of screen (CG) (3) A NEW PROGRAM HAS JUST
 (4) BEEN CREATED IN MICHIGAN.
 (5) THE BLUEPRINT STAGE IS
FS of Barbara w.green bkqd (6) OVER. SINCE BARBARA ONLY
 (7) EXISTS IN OUR IMAGINATION
 (8) LET'S TAKE A LOOK AT HOW
 (9) A REAL LAW IS MADE.
 (10)Music Out.

Footage of someone driving in car; highway traffic (11)IN 1974, THE FEDERAL
 (12)GOVERNMENT REDUCED THE
 (13)SPEED LIMIT ON ALL U.S.
 (14)HIGHWAYS FROM 70 MILES
 (15)PER HOUR TO 55 MILES PER
 (16)HOUR. THIS MEASURE WAS
 (17)PROMPTED BY A WORLD-WIDE
 (18)ENERGY CRISIS AND THE
 (19)REDUCED SPEED BILL WOULD
 (20)INEVITABLY REDUCE THE
 (21)NATION'S OVERALL ENERGY
CU of sign; roll focus (22)CONSUMPTION. IN EARLY
 (23)1987, THE FEDERAL GOVT.
 (24)ALLOWED STATES TO RAISE
zoom out from CU to WS; (25)THE SPEED LIMIT FROM 55
 55 symbol with a 65 symbol

	(1) MILES PER HOUR TO 65
	(2) MILES PER HOUR. THIS
<u>WS of Capitol; slow zoom</u>	<u>(3) ISSUE SPARKED MONTHS OF</u>
in to CU of spire	(4) INTENSE DEBATE IN
	(5) MICHIGAN, BUT IN THE END,
	(6) ALL THE VARIOUS VIEWPOINTS
	(7) WERE ACCOMMODATED, A
	(8) COMPROMISE WAS REACHED AND
	(9) THE HOUSE AND SENATE BOTH
	(10) VOTED IN FAVOR OF THE 65
<u>CU of newspaper headlines</u>	<u>(11) MILE PER HOUR SPEED LIMIT.</u>
	(12) ONCE THE GOVERNOR SIGNED
	(13) Music Under
	(14) THE BILL, NUMEROUS CHANGES
	(15) HAD TO BE MADE TO PUT THE
	(16) NEW LIMIT INTO EFFECT.
<u>CU of Dept. of Transp.</u>	<u>(17) MOST IMPORTANTLY, OLD</u>
sign	(18) SPEED SIGNS WERE UPDATED
<u>Footage of new signs</u>	<u>(19) AND NEW SIGNS WERE PAINTED</u>
being made	(20) AND POSTED. WITHIN WEEKS,
	(21) THE NEW SPEED LIMIT WAS
	(22) FULLY IN EFFECT.
	(23) Music Full
	(24) Music Under
<u>MCU of Senator at desk in</u>	<u>(25) Senator: WELL, NOT THAT</u>
Senate	(24) YOU KNOW HOW LAWS ARE

- (1) CREATED, YOU MIGHT THINK
- (2) THIS LAW MAKING PROCESS
- (3) LOOKS VERY COMPLEX AND
- (4) FORMAL. WHY DON'T WE TAKE
- (5) A QUICK LOOK BEHIND THE
- (6) SCENES, YOU MIGHT JUST
- (7) FIND SOME SPONTANEITY AND
- (8) INFORMALITY YOU DIDN'T
- (9) EXPECT.

WS of Senator coming up

stairs; has a short verbal
exchange before cont.

- (10) Narrator: EVEN THOUGH
- (11) THE FORMAL PROCESS OF
- (12) MAKING LAWS IS IMPORTANT,
- (13) A LOT OF BUSINESS IS
- (14) CONDUCTED ON THE GO.
- (15) S.O.T. Full
- (16) S.O.T. Under

Footage of a breakfast mtg

- (17) Narrator: INFORMAL
- (18) BREAKFAST MEETINGS GIVE
- (19) CONSTITUENTS THE OPPOR-
- (20) TUNITY OF EXCHANGING VIEWS
- (21) AND EXPRESSING THEIR
- (22) OPINIONS TO THEIR
- (23) REPRESENTATIVES.
- (24) S.O.T. Full
- (25) S.O.T. Under

Footage of a committee mtg. (1)Narrator: AND EVEN A

(2) FORMAL PUBLIC HEARING HAS

(3) ITS' LIGHTER SIDE.

MCU of Senator at desk in (4)Senator: NOW THAT YOU'VE

Senate

(5) SEEN HOW LAWS ARE MADE AND

(6) GOVERNMENT CAN BE CHANGED,

(7) PERHAPS YOU HAVE AN ISSUE

(8) LIKE BARBARA'S, THAT NEEDS

(9) TO BE ADDRESSED. AND LIKE

(10)BARBARA, YOU NEED TO GET

(11)INVOLVED IN THE PROCESS,

(12)TO MAKE THOSE CHANGES.

(13)Music Out

(14)S.O.T. Under

Footage of seniors at (15)Narrator: TRY TO BE IN

senior center

(16CONTACT WITH OTHER INTEREST-

(17)ED CITIZENS IN YOUR

(18)COMMUNITY. YOU MAY WANT

(19)TO VISIT YOUR LOCAL

(20)FRIENDSHIP CENTER, OR

(21)BECOME INVOLVED IN AN

(22)ADVOCACY GROUP FOR ISSUES

(23)YOU FEEL ARE IMPORTANT.

MCU of senior citizen (24)Interview Clip

(25)S.O.T. Under

- Footage from Sen.Power Day (1) Narrator: BY COMBINING
 (2) YOUR VOICES, YOU STAND A
 (3) BETTER CHANCE OF BEING
 (4) HEARD. ALSO, TRY TO KEEP
 (5) ABREAST ON HOT ISSUES, AND
- MCU of senior at desk, (6) WRITE YOUR SENATOR AND
 writing letter (7) REPRESENTATIVE TO LET THEM
 (8) KNOW YOUR FEELINGS AND
 (9) OPINIONS.
- MCU of senior (10) Interview clip
 (11) S.O.T. Under
- Footage from Sen.Power Day (12) Narrator: WHEN POSSIBLE,
 (13) ATTEND PUBLIC HEARINGS TO
 (14) EXPRESS YOUR VIEWS. YOU
 (15) MAY ALSO WANT TO ATTEND
 (16) SENIOR POWER DAY IN
 (17) LANSING TO SHARE
 (18) EXPERIENCES WITH SENIORS
 (19) FROM ACROSS THE STATE.
- MCU of senior (20) Interview clip
 (21) S.O.T. Under
 (22) Narrator: NUMEROUS
- Footage of senior interns (23) LEGISLATORS ALSO HOST
 working in office (24) SENIOR INTERNS DURING
 (25) SENIOR INTERN WEEK IN

- (1) LANSING. THESE SENIOR
- (2) INTERNS PERFORM ADMINIS-
- (3) TRATIVE DUTIES FOR
- (4) LEGISLATORS AND ARE
- (5) ABLE TO BECOME MORE
- (6) FAMILIAR WITH HOW NEW
- (7) LAWS ARE MADE AND HOW
- (8) EXISTING LAWS ARE MADE TO
- (9) WORK FOR PEOPLE.
- (10)S.O.T. Full
- (11)Music Under
- (12)S.O.T. Out

MS of Senator standing
in front of Capitol

- (13)Senator: BRIDGES, LIKE
- (14)GOOD LAWS, DON'T JUST
- (15)HAPPEN ONE DAY, THEY
- (16)REQUIRE HARD WORK AND
- (17)DEDICATION, BUT THE
- (18)REWARDS ARE CERTAINLY
- (19)WORTH IT. I'M SURE YOU
- (20)WANT TO BE REMEMBERED AS
- (21)HAVING MADE MICHIGAN A
- (22)MORE ADVANCED STATE. WE
- (23)NEED TO WORK TOGETHER,
- (24)TOWARDS THAT GOAL. I NEED
- (25)TO KNOW HOW YOU FEEL ABOUT

	(1) ISSUES AFFECTING US EVERY-
	(2) DAY. SO DROP ME A FEW
	(3) LINES OR CALL, AND LET ME
	(4) KNOW HOW I CAN BEST
	(5) REPRESENT YOUR NEEDS. MY
<u>Gray screen with CG of</u>	<u>(6) ADDRESS IS: SENATOR MITCH</u>
<u>of address</u>	(7) IRWIN, STATE CAPITOL,
	(8) ROOM 300, LANSING,
	(9) MICHIGAN 48909; OR YOU CAN
	(10) CALL: (517) 373-1725.
<u>CU of Senator</u>	<u>(11) LET'S START NOW TO BUILD</u>
	(12) BRIDGES TOWARDS A BRIGHTER
<u>Fast zoom out to WS</u>	<u>(13) FUTURE FOR MICHIGAN!</u>
<u>Credit Roll over still</u>	<u>(14) Music Full</u>
photo of Bridge	(15) Music Full
<u>Fade to black</u>	<u>(16) Music Out</u>

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