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DEVELOPMENT OF GUIDELINES FOR IRAQI
INSTRUCTIONAL RESOURCE CENTERS
FOR EFFECTIVE EDUCATIONAL
UTILIZATION

By

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A DISSERTATION

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ABSTRACT

DEVELOPMENT OF GUIDELINES FOR IRAQI INSTRUCTIONAL RESOURCE CENTERS FOR EFFECTIVE EDUCATIONAL UTILIZATION

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The purpose of this study was to establish guidelines for Iraqi Instructional Resource Centers. The guidelines were developed by surveying the characteristics of seven selected Centers located in various parts of Iraq, in respect to administration, personnel, building, facilities, resources, supplies, services, operating and budgeting.

All seven IRC's directors from the longer established Centers responded to the questionnaire.

The guidelines were formulated with the idea that Iraqi schools need help from professional sources outside as well as inside the classroom. The guidelines will serve as a basic frame of reference from which to establish functional instructional resource centers in Iraq.

It must be realized that the proposed guidelines should be experimental until proven worthy for the Iraqi educational system.

Specific suggested criteria for the guidelines were formulated in the following framework:

1. Iraqi Instructional Resource Centers have to develop their own philosophy derived from the Iraqi educational system, culture, and government policy, and in accordance with the targets of the Iraqi Five Year Development National Plan 1976-80. The Instructional Resource Centers should improve communication between the schools in the local area and the regional centers and strengthen the link in the teaching-learning process.

2. Iraqi IRC's directors should have practical experience with media and special courses in administration, communication, curriculum development, and material production.

3. The Iraqi IRCs functioning greatly depends on an adequate number of qualified personnel to serve both students and teachers. Each IRC should consist of a director, professional staff, technicians, clerks, and student aides.

4. The guidelines for an IRC building should take into consideration the visual conditions, with a comfortable learning and teaching environment, acoustically balanced rooms, proper lighting, acoustical

materials for ceiling and carpeting, pleasant wall colors and textures, and air conditioning. Areas recommended for the building are: administration area (including office), meeting room, storage areas, professional library, curriculum library, circulation distribution, preview, and processing; equipment area including maintenance and loan; production areas including printing, graphics, audio, video, and photography.

5. Furniture in an IRC building should be functional, aesthetically pleasing, and consonant with the tastes of the users. The furniture is determined by the ages of the student population. The types of furniture include the following: chairs, tables, carrels, desks and chairs; specialized furniture: circulation desk, book return, atlas and dictionary stands, verticle files, storage cabinets, display shelves, cases, cabinets, bulletin boards and blackboards.

6. Iraqi IRC's resources should depend on the educational curriculum and the users' needs. Materials and equipment in the IRC's should include: printed material, visual materials, still images, moving images, auditory formats, tactile formats, necessary hardware equipment to run and use the software materials.

7. An in-service teachers' training program should be one of the basic functions of the Iraqi IRCs. Local province teachers should be invited to the IRC for

discussion, lectures, workshops, courses, and assistance in seeking possible solutions to teaching/learning problems.

8. When planning for the financial aspect of an IRC, the budget should be developed cooperatively on the IRC goals, and objectives. The plan should consider the financial resources necessary for personnel salaries, printed materials, supplies, audio materials, visual materials, furniture, equipment, maintenance, services, transportation, instruction, coordinate activities, plant operation and building rent.

This recommended framework for the Iraqi IRCs has application in any of the Arab States with a similar educational system, program, culture and environmental influences.

DEDICATED

To my kind family for their patience in
my staying away from them three years
while I studied for my degree and
prepared this dissertation.

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CHAPTER I

THE PROBLEM

Introduction

Traditionally books have been the main source of information, but modern technology has provided education with a remarkable array of electronic and mechanical aids as: motion pictures, filmstrips, radio, television, audio and videotape recordings, and computers. Schools are beginning to find that some central organization of these resources outside and within the school is becoming necessary. Furthermore, teachers must be knowledgeable about these new instructional tools, methods, and changed materials. They must be able to adapt to new things and to use them.

These innovations are properly categorized under the label of "educational technology" or "new instructional media" or "new innovations." The teacher now generally accepts the fact that much teaching can be made more effective by using audio-visual instructional materials. To help teachers become better teachers, they must be provided with a wide variety of materials and equipment.

New teachers in any school district should acquaint themselves as early as possible with the amounts and types of services and materials the district can furnish. Equipment and materials are useless unless the teachers know about them; services furnished by the learning resources center range from in-service teacher workshops and conferences to catalogues, newsletters, bulletins, and personnel consultations.¹ When methods and materials are effectively selected for specific learning experiences, the teacher becomes more available for the human interaction so necessary for all students in the classroom.²

A number of forces have been operating in Iraqi schools in recent years. Many of these forces have resulted in greater number of students enrolled in schools and an increased number of programs and services being offered to students. It is likely that such trends will continue. One of the critical problems facing education in Iraq is how to provide an increased quantity and an improved quality of educational services to an increasing number of students. In the search for a

¹James S. Kinder, Using Instructional Media (New York: Van Nostrand, 1973), p. 246.

²James L. Page, "Classrooms and Instructional Media and Where You Are," Media Spectrum 1(2) (Fall 1974): 6-8, 28.

solution to this major problem, many educators have looked to technology for assistance. As Edgar Dale has stated, the opinion held by many educators sixteen years ago:

The modern farm uses the latest technology, as does the automated factory. Our kitchens have the latest equipment. Most homes have television sets, and color television will be increasingly common. But the schools are inadequately equipped with the tools of modern communication, they are trying to get children ready for the Twenty-First Century with Nineteenth Century tools. We cannot yet put a highly qualified teacher in every classroom, but the richest nation in the world can see that every child is now taught with the best tools that instructional technology can provide.³

This phenomenon is true for Iraq also. The educators sometimes had a struggle to provide schools with even a minimum amount of equipment in an era in which modern technical developments had taken place. Yet, sometimes, we import more than enough equipment. This era brought many innovations into the school and classroom. A prospective teacher, trained today, has to learn during his pre-service training how to operate slide and film projectors, teaching machines, language laboratories and a television set and how to make the most effective use of it in the classroom setting. In addition, he or she might experience lectures illustrated by using

³"The Teacher and Technology," NewsLetter 29 (October 1963): 4.

overhead projectors or demonstration lessons relayed with the help of a closed circuit television system.

Where do Iraqi schools stand in regard to the use of instructional technology? With the absence of a long-range plan, and the necessity of changing the old educational system, educational planning nowadays in Iraq occupies a central position of importance in the building and developing of the national economy and all of its branches in accordance with present and future needs.

Large scale efforts have been made during the past few years in providing more schools, textbooks, and equipment. Some progress has been made in building and developing technical schools. The number of universities has been increased and the old ones have been expanded.⁴

The main question regarding our school problem is still without answer. Many Iraqi teachers at all levels may not use much more than the "chalk and talk" to deliver lecture. The Iraqi leaders aim is to develop desirable reading, viewing, listening patterns, attitudes and habits through the use of instructional media. In the 1970's the Ministry of Education paid attention to the role and importance of media centers in educational activities, trying new educational techniques by emerging them

⁴The Political Report--Revolutionary Iraq, Baghdad (January 1974): 135.

gradually into the system and changing the traditional teaching content and methods.

This study has shed some light upon seven of the nineteen Iraqi instructional media centers which were established in 1956 or early 1960's by the help of some foreign media experts' the explicit information and data helped the investigator to develop guidelines for them.

Iraqi people do not like to remain static while the innovations in education open up new areas, day-by-day, but wish to accomplish the change at their own pace, capacity, and with more caution. The educators want to reach their teachers with new opinions and involve them in the use of new resources in order to give the curriculum a wider base and to give the students an opportunity to work independently.

The investigator can predict that in the next five years some revolutionary developments and planning changes will happen in the Iraqi educational system, that the writer cannot even conceive of at this time. This will happen when the decision makers respect and value the educational plan and trust the planners and make the plan practical.

A well-established instructional media center which contains suitable, appropriate materials and well-trained personnel can aid a student throughout his/her

school years. Furthermore, intelligent use of media will be a pleasure throughout the student's life and enrich his/her studies.

Need for Study

The year 1960 was a turning point in educational planning in Iraq, as much as in other Arab countries. A number of factors led to the introduction of planning such as: the population explosion, the awakening desire for education by the masses, and the increasing appreciation of the role of education in social and economic development.⁵

The targets of educational plans are very broad and general, and mostly centered on the following points:

1. Universalizing primary education in the shortest possible time.
2. Giving greater opportunities for post-primary education, and more diversification in the second stage of secondary education.
3. Giving increased attention to university and higher education.
4. Eradicating illiteracy and experimenting with functional literacy.

After 1968, the Ba'th leaders paid increasing attention to educational institutions and tried, for the first time, to correlate educational plans with the

⁵Matta Akrawi and A. A. El-Kossy, "Recent Trends in Arab Education," International Review of Education 17 (1972): 181-194.

overall national development plans. But it was noticed that while the number of students continued to increase, no corresponding increase was made in the number of schools and other facilities. Consequently, the quality of education tended to decline, and the percentage of illiteracy remained high.⁶

Three out of every four people are illiterate. The level among females is 21 percent higher than among males and 10 percent higher among rural dwellers than among urban dwellers.⁷

In spite of the fact that so much money is spent on primary education, only a little more than one-half of all children is able to enter the primary school. Only one-half is able to graduate.⁸ But the current literacy program declared that the universalization of compulsory primary education is to be completed in 1980/81. This means that 95 percent of the boys and 75 percent of the

⁶Majid Khadduri, Socialist Iraq--A Study in Iraqi Politics Since 1968 (Washington, D.C.: The Middle East Institute, 1978), p. 139.

⁷Abdul Jabbar Towfig Wali, "Adult Education in Iraq: A Comparative Study of the Verbal Method and Audio-Visual Techniques in the Learning Process" (Ph.D. dissertation, University of California, Los Angeles, 1970).

⁸I. Werdelin, A Quantitative Plan for Primary Education in Iraq (Beirut: Regional Center for Educational Planning and Administration in the Arab Countries, 1970), p. 35.

girls are to be found in the primary schools during the academic year 1980/81.⁹

Besides that, it appeared that not all of the people who were working in the teaching profession had a diploma in education, and 35 percent of them did not have an educational major.¹⁰ The writer of this study also found that elementary teachers are greatly in need of additional knowledge about orientation programs which help prepare their pupils for the school atmosphere. Also, the elementary schools are in need of audio-visual materials and closed places or gardens which are indispensable for the orientation activities. The lack of flexible spaces and multi-media materials made the teachers depend on the textbooks alone, failing to do anything interesting for the children.¹¹ On the other hand, all of the pictures and the illustrations in the reading textbooks in the last four years in the elementary school are in black and white, and most of them are not clear

⁹ Educational Research Center and Ministry of Education, Proposed Plan for Universalisation of Primary Education in Iraq 1972/73-1980/81 (Baghdad, 1971).

¹⁰ Mohamad Saied, A. T., Professional Efficiency of Teachers in Intermediate Schools During 1966-70 (Baghdad, 1970).

¹¹ Saadi L. Mossa, A. Issa, and Layla T., The First Days of the Orientation Program--A Comparative Study of the Types of Programmes Used by the Teaching Staff to Help New Entrants in Some of Baghdad Central Primary Schools in Iraq (Baghdad: Educational Research Center, January 1977), p. 69.

and some have no purpose than just to fill a blank space.¹²

The high percentage of students who fail or drop-out indicates that the internal efficiency of secondary schools is low. Considering the services that should be given to society for improvement and development, the quality of secondary education has to be enhanced.¹³

Adham applied a criterion on the primary school buildings in Baghdad. He found that there is not even one school in Baghdad containing all the parts and qualifications which the criterion recommends, and all the school buildings are short of rooms for handicrafts and canteens where pupils can get refreshments.¹⁴

Yousif, in his report submitted to UNESCO, reported that Iraqi audio-visual centers and the teaching materials and schools activities should be better equipped

¹²Saadi L. Mossa and Layla T. Mohammad Ali, Evaluation of the Illustrations Used in the Reading Text-books in the Last Four Years in the Elementary Schools in Iraq (Baghdad: Educational Research Center, May 1977), pp. 49-52.

¹³H. Fernandes and N. Shadir, The Efficiency of Secondary Education in Iraq (Baghdad: Educational Research Center, 1972), p. 55.

¹⁴K. I. Adham, Evaluation of the Primary School Buildings in Baghdad (Baghdad: University of Baghdad, 1971), p. 135.

and better staffed to become suitable for students and teachers.¹⁵

In almost every Conference of Ministers of Arab States Education, special interest is directed to the improvement of instructional materials centers as an effective means to improve the teaching method and to decrease the failure and dropout from the schools.

From a Conference held in Libya, 1966, the following recommendations came:¹⁶

Any educational planning ought to seek the improvement of the output of the educational system and the reduction of unit costs. In this respect, the question of waste in education ought to be looked into. On the other hand, the introduction of audio-visual means and modern methods respect a definite gain. It is equally advisable to use the currently available means of education to their best and fullest extent.

In its qualitative and quantitative aspects, education must adapt itself to the modern scientific and technical improvements. In this matter, it is imperatively required that a serious study be conducted on programmes to be oriented along the lines of these improvements.

In view of the fact that the use of modern methods of teaching, such as television, motion pictures, and other audio-visual aids, is a matter that requires special experience, specialists ought to be trained in this field.

¹⁵A. M. Yousif, Iraqi Teachers Training (Paris: UNESCO, Serial No. 2365/RMS. RS/EDS, 1971).

¹⁶A Brief Report on the Conference of Arab Ministers of Education and Planning. (Held in Libya, 1966).

As stated by the Iraqi government in the two five-year development plans of 1971 and 1976, educational facilities have been increased as reflected in the number of schools, teachers, laboratories, audio-visual learning centers, and other facilities; but in quality, it has not yet been able to improve much on previous standards. Tuition in all educational institutions was abolished in 1974, and all students needs--textbooks, stationary, etc., are being met today free of charge in all schools at all levels.¹⁷

Naturally, when we put our educational problems in focus, we found that we are badly in need of a model to develop our educational system on a whole and the instructional resource centers as a priority factor of solution for some of our educational problems; furthermore, to satisfy the students needs and to give the curriculum a wide range in a practical sense and to encourage teachers' use of materials in the media centers.

Rationale

Basic assumptions for this study were:

1. The importance of the instructional media centers in the educational system is indicated by their effects on both the teachers and students. This was

¹⁷Khadduri, Socialist Iraq, p. 140.

verified through applied research, and the utilization of the latest technological advances in the educational system.

2. Iraq has taken some long and far-reaching steps in its march to fight illiteracy and to advance the educational system. These steps included free education, supplies, and other incentives. The five year development plan provides for human care in particular and for the advancement of the educational system, and methods in all of its levels, and a need of establishment of better and more efficient instructional resource centers. Other areas considered by this plan include art schools, technical schools, and other fields requiring high skills. It is assumed that the five year developmental plan will help put the foundations for building a new generation in which socialism will dominate, and the true meaning of it will be implemented. Consequently, there will be the realization of a more productive labor force and a better standard of living.

3. The first instructional resource center in Iraq was established in 1956. It was hoped then that this center would help to advance the educational teaching methods moving forward by full utilization of the funds allocated to the media centers in the five year developmental plan. Unfortunately, the problem was much

more complex than this simplistic approach. As a result, this center was stagnant, inefficient, and mismanaged. Consequently, textbooks, exams, and teaching methods depend on an emphasis on lecturing and memorizing the study materials. Furthermore, there are formats which have remained essentially unchanged for many generations.

4. A high percentage of teachers in Iraq are ill-equipped and unfamiliar with course instructional media which they are asked to teach. Therefore, they were not successful in carrying out the instructions they received from their respective centers. The training of these teachers and the enrichment of their talents should be a priority of the instructional resource centers aims.

5. The instructional resource centers must be built on a more sound basis with adequate planning, scientific forecasting and research. This will provide the corner stones for the development of efficient and well-respected media centers. It is also necessary to consult with the university professors in the decision-making process involving future ventures. It would also be appropriate to allocate funds for research to be done by the various universities throughout the country dealing with the instructional media.

6. Education in Iraq is strongly centralized. Schools at all levels use the same academic calendar.

They open and close at the same time, the number of studying days, class and course time, breaks, weekend and holidays are the same all over the country. Furthermore, Iraqi schools in certain levels use the same curriculum, textbooks, baccalaureate examinations and educational policy.

In a case like this, the writer can assume that the developing model will serve and fit all the regions of the country, in spite of the small geographical differences, specifically between the north regions and the south regions.

7. IRC's directors are selective people who are appointed according to special rules. They should have teaching experience, administrative experience, and a talent or sense of arts; besides that, they must have good career records. IRC's directors are officially responsible for their centers, and the only persons in them to have authority and power in making decisions. They can contact and report directly to the Central Director of the Curriculum and Instructional Media Centers in the Ministry of Education. Thus, the writer assumed that they are capable of filling out and answering the questionnaire which has been prepared especially for this study.

Purpose of Study

The main purpose of this study was to (1) review the characteristics of Iraqi instructional resource centers in regard to their administrative organization, personnel, building, furniture, material resources, equipment resources, supplies, services, operating, budgeting, and problems faced by the directors and solutions they used. (2) To recommend guidelines for improving the IRC services to the schools in the respective districts.

The investigator selected the above ten components in order to elicit information from the media center directors about their present situation, how much they achieved from the goals of the last Five Year Developmental National Plan 1976-80, and by reviewing significant professional literature regarding instructional resource centers. The investigator established guidelines. It is hoped these guidelines will function as a feedback to improve the Iraqi centers in the near future.

Successful media programs are made up of several components--personnel, facilities, materials, equipment and budget. No one component can survive without the other and the acquisition of components will not guarantee an effective unified media program.¹⁸

¹⁸Ruth L. Seydel, Your Media Program, K-12 (Boise, Ida.: Idaho State Department of Education, Bureau of Educational Services, 1972), p. 5. (ERIC Document Ed 089 741).

In this study an attempt was made to find answers for the following questions:

1. What was the role of the resource center in its local area and province?
2. What kind of services did it offer to teachers, students, and community?
3. What kind of programs were carried on in the instructional resource center?
4. Did teachers and students participate in designing learning resource materials?
5. How was the center operated, and was this held by qualified personnel?
6. What was the center's need from the professional staff, equipment, resources materials, and supplies?
7. What was the relationship between the center and the schools, libraries, museums, youth centers and clubs?
8. What kind of activities did the center have?
9. What kind of resources did the center produce?
10. What kind of problems did the center face and how did the director solve them?

Limitations and Scope of the Study

This study is limited by the following circumstances:

1. The findings, results, and recommendations were related to the old Iraqi instructional resource centers only. They were established in 1956 and early 1960's in six provinces. The study did not include the

new resource centers and the small ones which existed in the public libraries, University of Baghdad Main Library, or in the youth centers.

2. The investigator depended on the media center's directors to provide the data and fill in the questionnaire because they are responsible directly and officially to operate the centers. They correspond to the local educational department and with Central Director of Curriculum and Instructional Media Centers. In addition, they are the decision makers and the heads of the center's staffs.

3. The comparison was limited to the educational portion of the Five Year Development National Plan of 1976-80 which was prepared by the Iraqi leaders.

To give the reader a clear idea about the Iraqi educational system, it is worthwhile to give a brief review of the system and basic information about the country of Iraq.

Educational System in Iraq

Education in Iraq has been deeply rooted in the tradition of Islam. Religious scripts encourage acquisition of knowledge and behavior on the basis of knowledge. Throughout Arab and Islam history when people felt a need to study a certain topic, study circles were held in mosques, houses, and even near shops.

It was not until the reforms of the mid-nineteenth century that a secular system of public education was established. It is highly centralized under the Ministry of Education, who has the responsibility for the organization of the school system, the setting of examinations and curricula, and appointment of teachers.¹⁹

Primary and Secondary Education

The educational ladder is based on a primary school, which children enter at the age of six for six years, a secondary school of six years, and a college of four to six years. There are also numerous professional and vocational schools. The secondary school has two levels, an intermediate school of three years duration like the American Junior high school and a three year preparatory school, a shorter version of the American Senior high school.²⁰

Higher Education

Higher education in Iraq dates from the 1920's, is offered in six universities, and ten specialist

¹⁹George L. Harris, Iraq, Its' People, Its' Society, Its' Culture (New Haven: HRAF Press, 1958), p. 276.

²⁰Arab Information Center, Education in the Arab States (New York: Information Paper, No. 25, January 1966), p. 31.

institutions. Three universities are in Baghdad, one is in Basrah (South Iraq), one is in Mosul and one is in Sulaimaniyah (North Iraq). All of these colleges and universities accept graduates of the secondary schools, according to the universities' rules and policies.

General Information--Republic of Iraq

Location: Southwestern Asia.

Boundaries: North, Turkey; East, Iran; South, Saudi Arabia and Kuwait; West, Saudi Arabia, Jordan and Syria.

Form of Government: Republic
Head of State: President
Head of Government: Prime Minister

Official Language: Arabic
Major Languages: Arabic, Kurdish, Turkish

Official Religion: Islam
Major Religious Groups: Muslims, Christians, Jews, Yazidis and Sabaenans.

Area: 168,927 sq. mi., 437,522 sq. km.

Population: 13,717,480 (1977 census).²¹

Density: 66 per square mile (26 per sq. km.)

Distribution: Urban: 47 percent
Rural: 53 percent

Capital: Baghdad

Political Divisions: 18 provinces

Flag: Three broad horizontal stripes--black, white, and red. Three green pentagonal stars in center of white stripes.

²¹Ath-Thawra, October 25, No. 2835 (Baghdad: 1977).

Monetary Unit: 1 Iraqi Dinar=20 dirhams=1,000 fils-\$3.37.

National Holidays: July 14, July 17, Anniversary of the
Revolutions

Elevation: Highest point: 12,000 feet (3,700 meters)
Lowest point: sea level.²²

Education (1975-76):²³

	Schools	Teachers	Students	Student Teacher Ratio
Primary (Age 6-15)	7,796	68,733	1,765,000	25.7
Secondary (Age 12-23)	1,302	18,573	509,369	27.4
Vocational	77	1,608	24,031	14.9
Higher	48	2,741	73,223	27.7

Instructional Resource Centers in Iraq

Early in June 1955, the government of Iraq signed an agreement with the United States Foreign Operations missions for the provision of audio-visual equipment and materials for the technical school in Baghdad. This equipment included films, filmstrips, projectors, motion-picture projectors, amplifiers, tape recorders, record-players, cameras, extension cords, screens, transformers, microphones, etc. The Center began its function during

²²Data about Republic of Iraq collected from Encyclopedia Britannica V (1973): 420; Collier's Encyclopedia 13 (New York: MacMillan Corp., 1978), p. 238; and Encyclopedia Americana 15 (1977): 388-389.

²³Ministry of Education, Educational and Statistics Department, Statistical Annual Report (Baghdad: May 1976).

the academic year 1955-56.²⁴ After this year many instructional resource centers were established in the provinces to meet the needs of the elementary, secondary schools and colleges. Iraq has no special center for every academic level. The media centers serve all levels in their areas; all of them are controlled by the Ministry of Education.

Iraq now has about nineteen media centers scattered all around the country. Six of them are old and the others are new ones established around the 1970's.

Definition of Terms Used

Instructional Resource Center: A centralized collection of materials: media print, audiovisual and necessary equipment, and service with a staff of professional personnel working with teachers, students and administrators as appropriate for the level of service. The investigator may use other terms which means the same meaning such as instructional materials center, instructional media center (IMC), media library and learning resource center or any combination of such terms or related terms. Throughout this study the term IRC will be used.

²⁴UNESCO, International Year Book of Education 17(169) (Paris: 1955), p. 212.

In addition, the media center is a center for production, organization, and distributions of learning resources required by students and teachers. These resources may include filmstrips, 8mm and 16mm films, audiotapes, videotapes, transparencies, pictures, maps, charts, globes, multi-media kits, educational games and realia. The Center may function additionally as a link with other community information services and resource personnel.

Media Specialist: A professional person who has broad professional preparation in educational media with a high degree of competency. If he is responsible for instructional decisions, he meets requirements for teaching. Within this field there may be several types of specialization, such as (a) level of instruction, (b) areas of curriculum, (c) type media, and (d) type of service. In addition, other media specialists who are not responsible for instructional decisions are members of the professional media staff.

Media Professional: Any person holding appropriate degrees, certificates and endorsements in one or more media subfields.

Media Consultant: A trained person experienced in using all types of materials, he should have a knowledge of the curriculum of the school, knowledge that

comes only from experience within the school itself. He should know how to teach and should understand the needs and interests of young people.

Media Technician: A media staff member who has training below the media specialist level, but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, and equipment operation and simple maintenance.

Media Aide: A media staff member with clerical or secretarial competencies, to assist in such tasks as production, processing, circulation, maintenance, inventory, typing, record keeping, office routines, shelf reading, shelving and filing, housekeeping.

Media Staff: The personnel who carry on the activities of a media center and its program.

School: A separate organized unit of a district, generally it is a public school, with a separate administration, and may be sharing the building with another school. It means also elementary or secondary or college or any kind of educational institution because the Iraqi media centers serve all educational levels.

Personnel: Refers to director and staff appointed to run and operate the instructional resource center.

Resources: Refers to books, periodicals, newspapers, magazines, maps, films, slides, or any other

items that are provided by the media center for the use of students and teachers and community members.

Equipment: Refers to electrical and manual mechanic devices such as projectors, viewers, recorders, kits and any other devices provided by the instructional media center.

Supplies: Refers to any kind of disposal use by media center staff or students, teachers, and community such as paper, pencils, color paper, water colors, etc.

Services: Refers to any kind of help or assistance which is given by the media center director or staff to the students, teachers, and community.

Operate: Refers to the activities and behaviors which the instructional media center director and staff perform to run the center.

Budgeting: Refers to the annual amount of money necessary to run the center such as salaries, the equipment cost, resources, supplies, maintenance and the electrical and water supplies of the center.

CHAPTER II

REVIEW OF THE LITERATURE

Generally the literature represented in this chapter will not deal with a specific kind of instructional media centers. It is a review for the basics and principles of which the IRC depends on like the Center's administration and staff, Theory and Concepts, building and environment, individual study, and guidelines and standard criteria. These major areas serve as a skeleton key for this study. The writer used them as alternatives in establishing the Iraqi instructional resource center guidelines.

Theory and Concept

As an Arab wise man said, "Tell me, I remember. Show me, I know. Let me do, I understand." That means learning occurs through all of the senses. These modalities are utilized with varying degrees of effectiveness by individuals who learn in different ways, at different rates, and for different purposes.

Learning can occur in large groups, in small groups, or in individual study. The potential of each medium, when used either singly or in combination with

other media, varies with the content, the subject, and its presentation. The use of educational media should enhance individual choice, creativity, and self-directed inquiry.²⁵

Wilber mentioned that children learn "singing commercials," slogans, vocabulary and customs from television, without trying to, without even realizing they are learning. In other words, all our experience with the mass media illustrates how easy it is voluntarily or involuntarily to learn from them.²⁶

Cobun went so far as to state that:

We learn about 1 percent through taste and another 1 1/2 percent through the sense of touch. The sense of smell provides about 3 1/2 percent, and hearing provides about 11 percent of what we learn. An overwhelming 83 percent of our learning is through visual experiences.²⁷

Teaching and talking are no longer considered synonymous. The new methods of instruction clearly place added responsibility on the learner. As part of this responsibility, new techniques require the student to

²⁵Pearl L. Ward and R. Beacon, The School Media Center, A Book of Readings (Metuchen, N.J.: The Scarecrow Press, Inc., 1973), p. 62.

²⁶Wilber Schramm, Mass Media and National Development (Stanford, Calif.: Stanford University Press, 1964), p. 127.

²⁷Ted C. Cobun, "Media and Public School Communication," in Instructional Process and Media Innovation, ed.: Robert A. Weisgerber (Chicago: Rand McNally & Company, 1968), p. 93.

use varied approaches and to carry on diverse study activities. Sometimes he will need to read; sometimes question a teacher; and at other times listen to electronic tapes of explanations or to original recordings of events, language laboratories, photographic slides, mock-ups, transparencies, programmed learning and teaching machines are part and parcel of the learning process. The text is no longer "The Bible" for any course.²⁸ It appears as a common phenomenon over all the world. Students are leaving their lectures and textbook environment and go out into a visual world of television, cinema, and the like. Logically for establishing, planning, and operating of any unit of IRC should begin with a kind of a philosophy, aims, goals and objectives which are describing the concepts referred to "Learning and Teaching" centers. Liesener further says:

The goals and objectives, program responses, and operational and resource requirements must be analyzed and expressed in such a way that relationships are clear and well defined and in a manner which facilitates systematic programming or implementation, as well as continuous evaluation of performance and results. Effective and appropriate interaction between clients, administrators, and program staff is a key ingredient and must be incorporated throughout the planning process in order to achieve the communication necessary to develop client

²⁸Harold S. Davis, Ed., Instructional Media Center (Bloomington, Ind.: Indiana University Press, 1971), p. 12.

and administrative awareness and support, assess changing needs, and stimulate feedback.²⁹

The concept, role, and philosophy of IRC has been changed according to the change accrued in the learning teaching methods, and the focus shifts from the group to the needs of the individual learner.

If we are to meet the needs of the individual and provide him with a choice of learning devices so that he may select the best suited to his own abilities and limitations, those most able to assist him in approaching a particular problem.³⁰

Ducote noted also that with the learning resources concept, instructors will be more prone to look upon media not only with the idea of why it should be used in teaching, but how it can be used in order to do a more effective job of teaching.³¹ The effective use of media will necessarily be based on individual student need, and will permit the instructor to become the creative synthesizer of the learning process rather than the regimented dispenser of knowledge. Miller stated if the students wants

²⁹James W. Liesener, A Systematic Process for Planning Media Programs (Chicago: American Library Association, 1976), p. 10.

³⁰Richard Ducote, The Learning Resources Center: Concepts and Designs (Boon: Appalachian State University, North Carolina: April 1970). (ERIC Document, ED 047 697), p. 7.

³¹Ibid., p. 22.

to learn, he must (1) want something, (2) notice something, (3) do something, or (4) get something he wants.³²

Fred mentioned the change of IRC Concept:

The concept of the instructional materials center also changes from a storage concept to a service concept. Service cannot be given adequately to students from either separate audio-visual or library areas because of lack of coordination and the risk of over duplication of resources, leading to waste.³³

Artz stated that the instructional materials center concept has developed in response to the continuing search for better educational programs which unify the many school resources, namely audio visual materials and printed materials. It says, in essence, that good teaching in today's schools requires effective use of the best in learning materials and tools.³⁴

Erickson describes the center's service this way:

The audio-visual service center ought to be thought of as a vital "pumping station" with "pipelines" of service running to each classroom; and so, in addition to being a suite of offices in which the

³²Neal Miller, "Graphic Communications and the Crisis in Education," Audiovisual Communication Review 4(3) (Summer 1957): 63.

³³Fred John and Robert J. Goff, Technology in Education Challenge and Change (Worthington, Ohio: Charles A. Jones Publishing Company, 1972), p. 134.

³⁴Delphine Artz, et al., The Instructional Materials Center (Lansing: Michigan State Department of Public Instruction, 1965), p. 41. (ERIC Document ED 016 359).

indispensable functions of storage, maintenance, distribution, and control are carried on, it is also in a very real sense a system wide organization.³⁵

Johnson feels that the functions of IRC are:

- (1) catalog and process all materials, (2) supply teacher and student with the highest quality of materials,
- (3) good service must be the continuing aim of the staff,
- (4) the center's equipment and materials are designed for one purpose and that is to serve the needs of education.³⁶

The IRC Concept has to be clear to the teacher. He has to be able to come up with a statement which says, "Here's what I want to do. Here are the objectives for the students, in terms of the skill I want them to obtain; based on a rationale and understanding of the subject matter itself."

Administration and Staff

IRC's are found at all levels: local school building system, wide district, regional, university and departmental. Generally, the physical facilities are not good enough as a requirement for an ideal IRC, unless somebody can operate them and use them in the right way.

³⁵Carlton W. H. Erickson, Administering Audio-Visual Services (New York: The MacMillan Company, 1959), p. 266.

³⁶Harry A. Johnson, et al., Initiating an Instructional Materials Center for Effective Utilization of Resources (E. Lansing: Michigan State University, Summer, 1970), pp. 1-2.

There are some basic tenets of administration and staff that would apply to the successful operation of an IRC. William mentioned three basic principles which should be considered as essential ingredients for a good center, quality, service, and balance.³⁷

Pearl questioned, "Who is needed to operate an Instructional Materials Center?"

The professional staff should have training in both print and nonprint materials, their selection, organization and use. In a large staff there will be areas of specialization, but all should know literature for children or young adults as well as films, filmstrips, phonograph records, and slides suitable for use in the school.³⁸

If the school system adopts the instructional resources center concept, then the role of the teacher changes from one of source of all knowledge to a role as resource person who can guide, direct, and work on an individual basis with students to meet their special needs.³⁹ The librarian's role also changes; she not only catalogues, circulates, and stores books and periodicals, but she also provides access to wide varieties of materials and provides within the center the space where these materials

³⁷William B. Oglesby, "Basic Elements of an Instructional Resource Center," American School and University 40(9) (May 1968): 59-60.

³⁸Ward and Beacon, The School Media Center, p. 49.

³⁹Phillip Lewis, "The Role of the Educational Communications Specialist." American School Board Journal 143 (December 1961): 16-17.

may be used. She cooperates with others; serves as coordinator and consultant, as supervisor of instructional materials services in her building and on all levels where she may work.⁴⁰

The school media staff must be competent to work with users with differing interests and needs; to respond to a wide span of instructional approaches; and to manage a variety of resources.⁴¹

The role of the media specialist will be changed also. He could be a building coordinator; he could be the director for the system's instructional materials services.⁴²

Harold suggested for an adequate number of staff members with a high quality of training. This is especially true of the Director of the IRC.

- (1) Successful teaching experience . . . years of classroom teaching or . . . an organized internship program . . . experience on curriculum committees . . . experience in guidance and supervision. (2) foundation areas: instructional

⁴⁰Paul Witt, "High School Libraries as IMC's," NASSP Bulletin 43 (November 1959): 112-118.

⁴¹American Association of School Librarians and Association for Educational Communications and Technology, Media Programs: District and School (Chicago: American Library Association, 1975), p. 32.

⁴²James W. Brown and Kenneth D. Norber, Administering Educational Media (New York: McGraw-Hill, 1965), p. 16-33.

materials specialist should have course work in (a) educational administration and supervision, (b) principles of learning, (c) curriculum development, (d) guidance and counseling, and (e) mass communication. (3) Specialized areas: instructional materials specialist should have course work and in-service experience in . . . (a) analysis of instructional materials, their nature and content, (b) methods of selecting and evaluating materials, (c) utilization of materials; (d) production of appropriate instructional materials and (e) processes for the organization and maintenance of materials and equipment.⁴³

Many authors and researchers mentioned other qualifications in addition to the director training such as, he should be highly creative and sensitive to ideas and new concepts. It possesses the somewhat rare ability to influence others. His philosophy of service set a tone for the instructional media center. Be able to function in groups, injecting his professional opinion into the planning and he must not become devastated by plans and ideas that fail to develop.

English described the media center directors as a dynamic persons with strong personalities. They have a youthful vitality, appear well organized and have developed the ability to handle various administrative encounters. Most have been able to develop and maintain successful media programs.⁴⁴

Wesley added to the director's qualification list this point:

⁴³Davis, Instructional Media Center, p. 122.

⁴⁴Randall W. English, "The Role of Directors of Media in the Administrative Organization of the School District," Media Spectrum 13(1) (First Quarter, 1976): 17-18, 25.

The new type of media specialist being projected is one who is familiar with the rapidly changing society. He should have considerable familiarity with the various forces that shape and mold the way in which people act and behave.⁴⁵

To meet the IRC's goals and objectives, no doubt that they need qualified staff too beside a qualified director. The media staff will help guide each student in his learning activities, and support his teacher in the design and use of innovative methods. If an IRC can operate more effectively, what kind of staff should the IRC have? Media guidelines project which is funded under a United States Office of Education grant divided media personnel into six responsibility groupings, direct administration, professional, artistic, production, technical, clerical, and manual. They perform management functions relating to organization, information, and personnel, and operation functions relating to research and development, evaluation, design, production, logistics, and utilization. These responsibility groupings and functions are performed at the various institutional settings; elementary--secondary, state educational agencies, county-district agencies

⁴⁵C. Meierhenry Wesley, "Programs for the Preparation of Media Specialists," in The Professional Education of Media Service personnel, ed.: C. Walter Stone (Pittsburgh: The University of Pittsburgh, 1964), p. 21.

college and universities, business and industry, military, and government agencies.⁴⁶

A comprehensive set of criteria governing allocations of staff and space within the university learning resources center has been sadly lacking. Elementary and secondary schools have been more fortunate. The need for guidelines for federally funded programs for the development of the new media led the American Library Association and the National Education Association to the joint publication of media programs: District and School (1975). An original version (1966) of these guidelines of this nature did include a reference to higher education. The later editions in 1969 and 1975 dropped this reference. Joint guidelines (AECT--AACJC--ALA, 1973) exist for media programs in 2-year post-secondary institutions. However, there are no guidelines for 4-year institutions--colleges and universities.⁴⁷

In 1960 The American Library Association recommended one librarian per 300 students for the first 900 students, with an increase of 50 percent where audiovisual services are incorporated in the library. One

⁴⁶Dale G. Hamrens, "Media Guidelines," Audiovisual Instructions 15 (May 1970): 32-33.

⁴⁷Irving R. Merrill and Harold A. Drob, Criteria for Planning the College and University Learning Resources Center (Washington, D.C.: Association for Educational Communications and Technology, 1977), p. 50.

clerk for each 600 students plus an additional 50 percent for audiovisual services was deemed necessary. The new standards recommended are full-time specialist for every 251 students, or major fraction thereof. They further recommend at least one media technician and one media aide be employed for each media specialist.⁴⁸

The school instructional resource program as an integrated system is comprised of interrelated parts including people, learning objectives, spaces, facilities, budgets, evaluative instruments, and a broad range of tools within the school and the broader community. The interrelatedness of this system makes each element interdependent. Budgets, for example, affect staff, which affect training programs, which affect teaching skills, which affect use of resources, which affect learning.⁴⁹

The people who interact in the process of IRC development may include teachers, students, resource specialists, supervisors, parents and other personnel. Staff development required: developing methods and techniques with teachers for effective resource utilization. Training staff in equipment operation and preparing resources, preparing newsletters, bulletins, catalogs,

⁴⁸ Davis, Instructional Media Center, p. 121.

⁴⁹ Morris Freedman, "Integrated School Resource Programs: A Conceptual Framework and Description," Audiovisual Instruction 20(7) (September 1975): 5-9.

lists to inform staff. Demonstrating new resources, methods and techniques and organizing resources. Helping staff prepare lessons, providing staff with unit resource kits, providing opportunities for preview of resources. Evaluating resources and total program with staff.⁵⁰

Building and Environment

Building and suitable environment with enough resource materials, easily accessible basic and adequate equipment kept in repair, ready for use are the features of an IRC which can carry out the objectives of an educational program. Therefore, the primary purpose of education is to structure effective learning situations, then a better assessment of how students learn is needed. Brown feels, "educational objectives can be accomplished by designing facilities to increase the effective use of media in the learning center."⁵¹

Educators, media specialists and architects, working cooperatively, can create a suitable and sufficient improvable environment for the learning process. Good teachers for the best function in teaching, they need

⁵⁰Ibid., p. 8.

⁵¹J. W. Brown and Lewis Harclerod, A. V. Instruction Media and Methods (New York: McGraw-Hill Book Company, 1969), p. 34.

appropriate materials, equipment in proper physical and psychological environment and atmosphere. Students, teachers, administrators who use IRC basically are concerned about convenient, reliable services also. As Schmid says describing the convenient and reliable services which requires a well-conceived organizational chart with direct lines of accountability. A basic need is the efficient use of personnel, equipment, materials, and space.⁵²

IRC designed to provide students and instructors with a comfortable learning and teaching environment, soundless, proper lighting, better materials for ceiling and carpeting, nice wall colors and textures, proper air movement and circulation, air conditioning, flexible visibility, open spaces and free room from unnecessary distractions to achieve better interaction between the students and the teacher. Proshansky concerned about physical environment says:

A concern with the physical environment in all its complexity must be matched by a concern with the individual or groups of individuals in all their complexity. The focus is on "the whole man." But there is no special glamour attached to this phrase. The interest is not in the analysis and processing of particular psychological functions, but in the

⁵²William T. Schmid, "Is a Big Media Center a Big Problem?" Audiovisual Instruction 21(8) (October 1976): 12-14.

goal-directed behaviors, activities, and experiences of the person in relation to relevant physical settings. Individuals use, respond to, experience, and do things to settings because of what they see, have learned, and would like to achieve in them.⁵³

Knirk concerned about the psychological and physical health of the students and staff as an important aspect of school planning. A technical evaluation of noise depends not only on the source of the noise, but on its pitch. High pitched and high frequency noises are the most disturbing. Noises generated outside the school or center's building may be reduced by the use of hedges, trees, and earth embankments.⁵⁴

The visual environment affects a learner's ability to perceive visual stimuli and affects his mental attitude and his performance. Inappropriate light levels may abuse the human eye and have unfortunate physiological consequences.⁵⁵

Attractive exhibit environment, and flexible designed area to the growth and change of the IRC. Calabro further says:

⁵³Harold M. Proshansky, "Theoretical Issues in Environment Psychology," in Learning Environments, eds.: Thomas G. David and Benjamin D. Wright (Chicago: The University of Chicago Press, 1975), p. 16.

⁵⁴Frederick G. Knirk, "Acoustical and Visual Environments Affect Learning," Audiovisual Instruction 15(7) (October 1970): 34-35.

⁵⁵Ibid.

The partnership between learning and environment in the process of education is one that is growing in emphasis today due to advances in new technology. Essentially, the emphasis is upon ease of communication by means of interchangeable units.⁵⁶

Educators have deep respect for individual differences. They not only feel that student responsibility can be developed more effectively in a flexible atmosphere, but they are also of the conviction that such surroundings provide a greater challenge to creativity. The flexibility of the learning environment aims at encouraging the autonomous learner, while the teaching functions of the open classroom serve to motivate the student. The IRC is instrumental in transposing these functions essentially. The open school concept together with its resource center, tends to perpetuate Dewey's idea that interest arises from the activities of human organisms interacting with their world.⁵⁷

According to the space flexibility Caudill mentions four kinds: Versatile space as space serving many functions, expandable space as space planned for growth, convertible space as space which can feasibly be adapted

⁵⁶Hilda Calabro, "Toward a More Flexible Learning Environment," The High School Journal 55(5) (February 1972): 205-208.

⁵⁷Ibid.

for program changes, and malleable space as space that can be changed at once and at will.⁵⁸

Vandergrift states that any physical facility for a classroom or school media center represents the planner's thoughts and beliefs about students, about education, and about the goals of the school. When we observe existing facilities, however, we often treat them as if they were mere collections of materials in space or look only at their usefulness as means to very specific ends.⁵⁹ Jussim relates IRC design to our conscious and unconscious systems of values and everything we do to each other is part of the curriculum which we absorb the design without investigating the human relationships, and how territoriality influences status, self-perceptions, and individual well-being is to design in the dark.⁶⁰

Gerlach and Ely offer a comprehensive overview of three major variables to be considered in recommending alternative learning environments. The chapter is written

⁵⁸Ronald Gross and Judith Murphy, Educational Change and Architectural Consequences: A Report from Educational Facilities Laboratories (New York: Educational Facilities Laboratories, 1968): 15.

⁵⁹Kay E. Vandergrift, "Persons and Environment," School Media Quarterly 4(4) (Summer 1976): 311-316.

⁶⁰Estelle Jussim, "Personal Space and the Media Center," in Media Center Facilities Design, eds.: Jane Anne Hannigan and Glenn E. Estes (Chicago: American Library Association, 1978), pp. 8-9.

around three questions which assist in the design process:

1. Which objectives can be reached by the learner on his own?
2. Which objectives can be achieved through interaction among the learners themselves?
3. Which objectives can be achieved through formal presentation by the teacher and through interaction between the learner and teacher.⁶¹

Chisholm and Ely mention also the fact that learners differ in intelligence, aptitudes, experiences, and a variety of other factors in sufficient justification for differential instructional treatments. These differences indicate the need for planning, the need to "bridge the gap" between actual practice in the learning environment and what is known about learners, mediating forms, subject matter, thinking processes, settings and techniques.⁶²

Without careful planning, the IRC designs today may critically limit educational programs in the decades to follow. Coffey states eight basic elements as a guide to planning specific IRC requirements: (1) the purpose,

⁶¹Vernon S. Gerlach and Donald P. Ely, Teaching and Media: A Systematic Approach (Englewood Cliffs, N.J.: Prentice-Hall, 1971), p. 234.

⁶²Margaret E. Chisholm and Donald P. Ely, Media Personnel in Education: A Competency Approach (Englewood Cliffs, N.J.: Prentice-Hall, 1976), p. 165.

to set the stage or establish a philosophy which provides the designer with a sense of feeling for the area;

(2) the activities, the kind of activities, materials produced and the process, repair of the equipment, and instructional methods; (3) the occupants, to identify individuals using the area, i.e., professionals, technicians or students, and the maximum number of people assigned to work in the area at any one time; (4) space requirements, the area should be based on the activity, staff load, furniture and equipment to be accommodated; (5) relationship to other activities, the relationship to other activity areas, desired internal relationships for circulation of various work requirements and for general control; (6) equipment and furniture, amount and arrangement of space or services required must be noted. Identify shelving, storage units, furniture, and equipment required for specific activities; (7) special considerations, extraordinary physical features necessary for a special activity should be noted. These might include: room layout, mechanical (ventilation, plumbing, humidity, control), electrical, finishers (floor, ceiling or wall), lighting (level, control or color), and acoustics; (8) related spaces, information regarding desired locations as they relate to the major activity areas is

important and should be provided. Important here are shelving specifications for storage areas.⁶³

A report of research on student views, Hannigan and Vandergrift have been stated:

The environment of a place affects the way people use or react to it. Certain environments are very stifling and make you not only uncomfortable but almost rebellious. Certain environments will cause a certain reaction. The most comfortable space, however, is one that you know well and that you feel belongs to you . . . your feelings of space don't really change depending on your purpose for being there, but rather your acceptance of space will be heightened.⁶⁴

There is a certain amount of controversy over how far a librarian or IRC's director can look ahead in terms of future expansion, technological changes, and changes in user needs. It is suggested that the building should at least reflect the changes expected within twenty years of its opening. The projections are the increase in numbers of the community to be served and the consequent increase in the numbers of users to be seated in the IRC, the expanding of collection and policies exist for weeding the collection.

⁶³M. Gene Coffey, "Shaping an AudioVisual Center for the Future . . . by Design," American School and University 41(9) (May 1969): 44-45, 58.

⁶⁴Jane Anne Hannigan and Kay E. Vandergrift, "A Report of Research on Student Views," in Media Center Facilities Design, eds.: Jane Anne Hannigan and Glenn E. Estes (Chicago: American Library Association, 1978), p. 19.

The first thing to be done in any library media center planning project is the preparation of a building program. The second set of the rate of growth. A final set relates to the rate of change of function and technology.⁶⁵

Individual Study

There is a common belief and general acceptance between teachers and scholars of education that learning is an individual matter for students, and can be more effectively desirable by using audio-visual materials. Students learn differently, at varying speeds, and want to use different materials if it is available to them. They have different needs and abilities and the IRC provides them with easy, wide ranges of materials, which often leads to activities that teachers have not imagined. Educational technology, self-programmed instruction, a new video cassette that plugs into a video recorder for the television set, the computer--all these devices and more developed to satisfy the individual's needs and emphasis of independent study.

Two major educational developments are now taking place:

⁶⁵Gerald Prodrick and Stephen Langmead, "Planning Process and Trade-offs," in Media Center Facilities Design, eds.: Jane Anne Hannigan and Glenn E. Estes (Chicago: American Library Association, 1978), pp. 37-38.

The first is the shift of emphasis from direct instruction by the teacher, with its traditional reliance on classroom lessons and textbooks, to learning by the pupils, guided and helped by teachers but involving much more independent study based largely on individual inquiry and assessment. The second is the recent and rapid increase in the number and variety of audio and visual materials which can be used in machines simple to operate by individual children, and many of which the teachers and the pupils can prepare themselves.⁶⁶

The educator designs environments (situations, events, activities) in which learners are free to experience certain effects to proceed at their own pace, testing themselves against their own performance instead of being tested against a group. It is the active interaction between the learner and the event on a mental and/or physical level, which results in educational content being assimilated by the student. Thus, learning experiences are not what the instructor does; they are not the facilities, devices, or techniques used. Learning experiences are what the learner actively interests with, physically and/or mentally, as a result of his participation in the educational process. The educator's role is thus to help bring about an environment in which the

⁶⁶ Inner London Education Authority, Resources for Learning--The Development of a Library Resource Area, Supporting Booklet for I.L.E.A. Prototype Library Resource Center; INTER NAVEX 71, London, 1971.

desired reactions can, and will, be forthcoming from the student.⁶⁷

Champa says:

. . . according the teacher's changing role. College and university facilities need to be encouraged to develop instructional materials that go beyond the printed word. Technology of communication is changing the teachers' role significantly. Although the teacher remains in control of course preparation and presentation.⁶⁸

Trebbles made his generalization depending on his observation from his visitation to the United Kingdom, the United States, and Canada that most of the Learning Resources Centers designed for "Individual Study" and community programming, some of them offer booths for quiet study and for listening to recordings and tapes: individual television facilities allow for viewing of educational programmes at the user's request. A wide variety of audio-visual and graphic resources, courses, activities are arranged and organized for the individuals and groups, also sound recording, graphics and videotape recordings. All facilities, including meeting and viewing rooms are made available to groups at nominal rates, and

⁶⁷Robert M. Smith, George Aker, and J. Kidd, eds., Handbook of Adult Education (New York: MacMillan Publishing Co., Inc., 1970), p. 65.

⁶⁸V. A. Champa, "Professional Teachers and Instructional Technology Need Each Other," Instructional Media 1(2) (Winter 1974): 167-175.

individual ticket holders are able to view films and videotapes free of charge. Resource persons are available to instruct beginners in the fundamentals of the chosen subject.⁶⁹

To help teachers become better teachers, most school districts provide them with a wide variety of materials and equipment. Kinder suggested to the teachers as individuals to get into the habit of going to the learning resources center occasionally. There are always new materials to be seen, new ideas to be had from talking to members of the staff, new exhibits and displays to think about (and possibly to imitate in the classroom), and fresh challenges to be carried away. Furthermore, learning materials in the center will be properly prepared, wisely selected, and intelligently used.⁷⁰

Kelley suggested characteristics of media interface units need by educators and students in the new IRC. (1) Devices should be designated for use by two or three students at most, (2) units should operate as quietly as possible, (3) devices should be visually pleasing with controls well marked, color coded, so that a pre-school

⁶⁹ Tony Trebble, "Media Centers and Educational Development," British Journal of Educational Technology 3(3) (October 1972): 215-222.

⁷⁰ Kinder, Using Instructional Media, p. 246.

child may use materials with a minimum of supervision or instruction, (5) the teaching machine must have an even greater resistance to breakdown than the teacher, (6) provisions should be built into equipment to clean and lubricate film or tapes automatically as materials are used, cassette recorder and a slide, filmstrip, etc. This unit should be designed for heavy duty operations as it will be loaned to students for home use, and better designed devices for film strip, slide and microfilm viewing are needed to serve both individuals and small groups.⁷¹

Briggs states from his foreseen regarding the media instruction that greater usage of individualized instruction, resulting in faster progress by most students, while retaining the values of group interaction. Higher levels of attainment and more satisfactory academic progression for the majority of students. More effective use of the skills of educational and production specialists. More effective and creative work by the teacher with individual students. Attracting more capable people into teacher-training programs. Uncovering the need for

⁷¹Gaylen B. Kelley, "Technological Advances Affecting School Instructional Materials Center," Library Trends 17(4) (April 1969): 374-82.

new media, new techniques, and better equipment for audio-visual instruction.⁷²

Ward and Beacon emphasize the purpose of IRC services program into two-fold purpose:

One, to provide support for each of the instructional programs and two, to develop in each student the ability and the inclination to further his own education through independent inquiry.⁷³

In the Spring of 1975, 111 students taking individualized audio-visual courses in the IRC answered a questionnaire. Over 90 percent said they learned more effectively with this method of instruction. Their reasons were:

(1) better understanding of material, (2) no pressure, (3) working at own rate of speed, (4) review of materials possible at any time, (5) student can arrange own schedule, (6) individualized attention from the instructor, (7) better explanation of materials, and (8) material satisfactorily completed before moving on.⁷⁴

The improvement in teaching-learning with new techniques in software and hardware, much progress also is made by dividing educational experience into group activities and individual learning. Wyman says:

⁷²Leslie J. Briggs, "Problems and Solutions Relating to the Use of Multi-Media Instruction," in Technology in Education Challenge and Change

⁷³Ward and Beacon, The School Media Center, p. 78.

⁷⁴Mildred Polisky, "Developing a Successful Business Skills Learning Center," Audiovisual Instruction 21(4) (April 1976): 29-31.

Individual learning is growing rapidly, and most students are ready, and able to assume much responsibility for their own education. Individual learning can take place in ordinary classrooms, study halls, libraries, and homes. It can be much more effective in individual study spaces called carrels which may be equipped with sophisticated hardware to permit the use of all kinds of newer media, as well as printed materials. Group presentations and individual study both need hardware and software in order to be effective.⁷⁵

Guidelines and Standard Criteria

Resource Center, Media Center, Learning Center, Learning Resource Center, Instructional Materials Centers; same thing; different names, and according to the Center's location, the educators mentioned five kinds: Regional IRC, District and Local IRC, Campus IRC, School IRC, and Instructional Resources in the classroom. Each Center has its own characteristics, roles, administration, decision-making authority, qualifications of staff, financing, hours of services, system services, and Community involvement.

Iraqi instructional resource centers have a special case they use to serve all schools in different levels and the community in the local areas. This means that the writer will adopt the national standards for the district center which is established by the American

⁷⁵Raymond Wyman, "The Instructional Materials Center: Whose Empire?" Audiovisual Instruction 12(4) (February 1967): 114-116.

Association of School Librarians and Association for Educational Communications and Technology.

The development of educational specifications for media program facilities is the responsibility of the Director of the district media program, who works with media personnel, administrators, architects, and others concerned with the needed facilities.

Facilities for the district media program are designed and provided on the basis of the number of schools and the size of the student population, as well as geographic characteristics, legal controls, and the district educational program and the media program's response to it.⁷⁶

Plans for district media program facilities should take into consideration the following desirable characteristics:

Areas devoted to staff development programs are designed as models of effective teaching/learning spaces.

Adequate parking is provided for all who will attend workshops, training sessions, demonstrations, and meetings.

Facilities are available for use during after-school hours and during vacation periods. Functional and aesthetically pleasing furniture, equipment, and supplies are provided.

Provision is made for equipment associated with production, evaluation, and use of materials.

⁷⁶Hannigan and Estes, Media Center Facilities Design, p. 42.

Adequate electrical outlets, light control, telephone and intercommunication devices, air conditioning, and sound control are provided as needed.

Temperature and humidity controls are provided to prevent deterioration of collections.⁷⁷

Recommendations for district media program facilities are as follows:

<u>Areas</u>	<u>Considerations</u>
Planning and Administration	Private office for the director and office areas for media professionals. Adjacent to curriculum specialists.
Consultative Service and Staff Development	Area for demonstration and staff development programs. Sound and light controls. Conference areas and meeting rooms, as needed. Portable walls to increase flexibility. Sound and light control. Area may be combined with media selection and evaluation center.
Film and Videotape Collections	Space for housing, rewinding, cleaning, and repair of film and videotape materials. Temperature and humidity controls. Located adjacent to shipping. Preview area.
Professional Library	Provides housing for all types of materials and associated equipment. Accommodates reading, study, listening, and viewing by users. Provides for circulation of materials to district staff and to schools.

⁷⁷Ibid., p. 42.

Media Selection and
Evaluation Center

Area is accessible during, before and after regular school hours and during vacation periods.

Accommodates all types of materials and associated equipment. Provides adequate space for individual and group viewing and listening without restricting access to or use of collection. Temperature, humidity, and light controls.

May be part of professional library area; may be located adjacent to processing center.

Processing Center

Areas for receiving, cataloging, processing, and distribution. Space for office area, typists, processing clerks. Storage space for materials, supplies, and equipment. Space must allow for efficient work flow.

Adequate electrical outlets, telephone and communication systems, sink(s), temperature and humidity controls.

Requires easy access from outside for shipping and receiving.

Consider relationships to: media selection and evaluation center, production services, data processing and business office.

Equipment Services:
Evaluation, Maintenance,
and Loan

Areas for inspection and repair of equipment. Storage areas for equipment (new items, loan items, and items scheduled for repair) and for parts and supplies.

Production Services

Work area(s) for professional staff, technicians, and aides.

Storage space for various sizes and dimensions of materials used and produced in the center.

Space for packing and shipping materials produced in the center.

Space for packing and shipping materials produced in the center.

Graphics and Photography

Space for production of art work, with accompanying storage for work and supplies.

Adequate paper storage space located near machines.

Refrigeration equipment for photographic and diazo supplies.

Air conditioned darkroom with light locks and warning system.

Audiotape Production

Space for recorders and duplicators. Storage space for master tapes and duplicates.

Soundproof room(s), as needed.

Radio Studio

Recording studio and control booth for live production with adequate sound control. May be combined with or near production services area.

Television Production

Consider as alternatives for district television production: Contracting for television production; use of regional, state, or other programming; use of ministudios and portable videotape units.

Area includes offices, studio(s), control room, and storage and work area. Adequate climate control for efficiency and comfort of operation.⁷⁸

The IRC climate is very necessary to the student's health. Engineers recommend for the air movement and temperature, the relative humidity range should be between 30 and 50 percent.⁷⁹

The following is reported for air movement and circulation:

For sedentary adults, a minimum of 25 cubic feet of fresh air should be provided per person in small, crowded spaces (100 cubic feet of volume per person) in larger, uncrowded spaces (400 to 500 cubic feet of volume per person). This may be as little as 7 cubic feet per occupant. For moderate activity these amounts should be increased by 50% thus the minimum amount of fresh air to be supplied in the

⁷⁸American Association of School Librarians, p. 43.

⁷⁹Alan E. Green, ed., Educational Facilities with New Media (Washington, D.C.: The Department of Audio-visual Instruction of NEA, 1966), p. C-19.

larger and medium-sized learning spaces will probably range from 19 to 15 cfm per person, depending on the age of the students. Cooling requirements will often necessitate introducing larger volumes of air.⁸⁰

Temperature should remain constant at all times using a combination of heating and cooling as required for the thermal loads of the room or rooms.

⁸⁰ Ibid., p. C-20.

CHAPTER III

METHODOLOGY AND PROCEDURE

This chapter presents the methodology and procedures that were employed in gathering data and information for this study; the methodology used for establishing guidelines for the Iraqi Instructional Resource Centers and the steps and techniques required. This chapter also explains who was involved in the study, and the design of the instrument used in gathering data.

Methodology

The methodology of this study, one of descriptive survey research, depends on gathering information from a selected sample by a combination questionnaire and checklist. The guidelines included three steps and techniques:

Step 1. A survey of the present condition of the Iraqi Instructional Resource Centers dealing with these aspects: personnel, building, furniture, material resources, equipment resources, supplies, services, operating, budgeting, and the kind of problems faced by the directors and their solutions.

Technique: Data collection and analysis, using a questionnaire and a checklist, covering the ten types of alternatives. The Center's directors completed the questionnaire.

Step 2. Calculation of the Center's capability.

Technique: Comparison of the study results in Step 1 with the Iraqi Five Year Developmental National Plan (1976-80).

Step 3. Feedback, establishing the guidelines.

Techniques: Investigation, evaluation of the study results and recommendation of a suitable guidelines according to a theoretical criteria, depending on the review of literature which is related to this study.

Sample

Seven Instructional Resource Centers were chosen as a sample, for the purpose of this study, from a total of nineteen IRC's scattered all over Iraq. This sample represents about 37 percent of the whole population. These seven centers were established in 1956; the others were founded during the 70s. They are new, small, with temporary staff, and from the writer's previous experiences, they are not well equipped. They function more as media storage than as instructional resource centers. For this reason, they are not included in the sample. Table 1 shows the sample's locations and their provinces.

TABLE 1.--Sample of the Study for the Instructional
Media Centers in Iraq

Province	City	Number	
Baghdad	Rasafa	1	Central Iraq
Baghdad	Karkh	1	Central Iraq
Babil	Hilla	1	Central Iraq
Naynawa	Mosul	1	North Iraq
Al-Taameem	Kirkuk	1	North Iraq
Meesan	Omara	1	South Iraq
Basrah	Basrah	<u>1</u>	South Iraq
Total		7	

Instrument

A questionnaire was prepared to be used as an instrument for collecting data for the purposes of this study. The questionnaire was divided into ten distinct sections. General demographic questions about the resource centers and about the center's directors background and experience in the media field were included. The questionnaire is also forwarded by a suitable introduction and clearcut instructions to enable the directors to answer the questions.

Section One, Administration, was designed to elicit responses about the Resource Center's directors and their capability to administer the Centers; their experience in the media, teaching and administration, their ways of handling their responsibilities and making

decisions and methods of stimulating the students and teachers and acquainting them with the IRC.

Section Two, Personnel, was designed to learn the size of the staff working in the center, their experience, and assuming that the director can make his evaluation according to their performance, asking their directors whether they are qualified or not.

Section Three deals with the building, asking the directors to indicate if the building is suitable to serve as an IRC. Of special interest are the facilities and their size, especially the amount of space set for each user and how it compares with the ideal criteria for each room and facility in the well-organized and operated IRC, assuming the number of students and faculty remain constant. The rest of the questions in this section asked about the Center's whole environment.

Section Four, Furniture, was designed to elicit responses about the kinds and number of furnishings provided in the IRC's and how they compare with the average available in the typical IRCs. The writer had to consider that the Iraqi IRCs are used by different levels and ages of people.

Section Five⁸¹ was divided into two parts. The first part deals with the material resources, software and printed materials available to the learners and users. Part Two, the IRC's directors, were asked about the different kinds of equipment available in their centers, hardware materials; such as viewers, projectors, readers and recorders.

Section Six, Supplies, was designed to show what kinds of supplies are available in the Centers and to discover the Centers' needs from the importance the teachers, students, and staff place on them. These supplies are helpful to the users in making their own instructional materials with the help of the Centers' staff.

Section Seven, Services, was designed to obtain information from the directors about the Centers' role in the schools, setting the curriculum, and serving the community. They were questioned about the average number of students, teachers, schools and communities these centers served and of the varieties of services offered.

Section Eight, Operating, was designed to elicit responses about the kinds of operations used in the

⁸¹This section was adopted from: Division of Instructional Resources Texas Education Agency, The Guidelines for the Development of Campus Learning Resources Center (Austin, Texas: August 1974), pp. 29-36.

Centers--operating the equipment and machines, qualified and skilled maintenance, the type of cooperation the Centers' staff has with the local educational agencies, e.g., libraries, curricula departments, the local educational department, youth centers, and museums. The questionnaire also asked who is making the decisions for producing audio-visual materials and organizing the Center for better services?

Section Nine, Budgeting and Finance, was designed to gain information about the funding availability and budgeting needs for supporting the provinces' resource centers. Questions designed to ask the directors to give an estimation of cost for the equipment, materials, supplies which they have now in the centers, and the amounts for the staff salaries. The investigator used the finance and budgeting estimates to build the budgeting model.

Section Ten was designed to ask the directors about the variety of problems they face during the operation of their centers, and the different solutions used by the directors to keep their centers active.

The writer translated the questionnaire in the English form to Arabic and gave it to two Arab graduate students whose interests are Arabic. They taught Arabic at the high school level for several years. The writer

met with them and matched the two forms. They changed some simple words and sentence construction, and they improved the questionnaire as an understandable instrument in its Arabic form.

Analysis of Data

For the purpose of this study, suitable statistics used such as percentages, means, and averages to make the comparison between the provinces' centers. According to the data and information the writer made his evaluation of the Iraqi IRCs separately, and all together considering the tenth alternatives, the study objectives, and the centers' achievements, and their problems. Evaluating was made according to the three steps and with regard to the Developmental National Five Year Plan 1976-80 in order to establish guidelines for these centers for better effective educational utilization.

CHAPTER IV

SURVEY RESULTS

Chapter IV reports the responses of the directors of the Iraqi Instructional Resource Centers. Seven selected centers out of nineteen were used for the purpose of this study. The IRC's directors answered the questionnaire. The response was 100 percent. The research instrument was divided into ten sections. Each section was reported independently and a summary was given at the end of each section.

Section One--Administration

The background information on each director and his particular center is reported in this section.

Response Analysis

Questions 1-2: Name of the Centers and their Locations.

All of the seven Iraqi Instructional Resource Centers are referred to as IRC's (Instructional Resource Centers). They are located in the capital of the province. They were established in different years; the first was established in 1955 in Rasafa, Baghdad, and the last one was established in 1967 in Omara, Meesam. Table 2

TABLE 2.--Information About Centers

No.	Name of the Center	City	Province	Year Founded	Location
1	Instructional Resource Center	Rasafa	Baghdad	1955	Center
2	Instructional Resource Center	Karkh	Baghdad	1956	Center
3	Instructional Resource Center	Hilla	Babil	1960	Center
4	Instructional Resource Center	Mosul	Naynawa	1959	North
5	Instructional Resource Center	Kirkuk	Al-Taameem	1965	North
6	Instructional Resource Center	Basrah	Basrah	1965	South
7	Instructional Resource Center	Omara	Meesam	1967	South

illustrates the information about all the Centers in more detail.

Questions 3-4-5: Directors' Sex, Age, degree.

All of the Iraqi IRC's directors are male. The directors's average age is forty three and they hold a teaching diploma as their highest degree.

Question 6: Directors' experience in teaching, administration, and other jobs.

The average teaching experience for the IRC's directors is 8.7 years. They also show an average of 8.6 years spent in administration and 1.6 years devoted to other jobs. The minimum teaching experience is five years and the maximum is fifteen. One of the IRC's directors has no experience in teaching, and the other has no experience in administration. Table 3 shows the directors' years in teaching, administration, and other jobs.

Question 7: Years, level, subjects Directors have taught.

Of the directors, 85.7 percent have teaching experience; 57.0 percent have taught in the elementary schools and 28.6 percent have taught in the high schools, the teachers' training college, or in the commercial school. The average number of years the directors have spent teaching in the elementary schools is 10.8. The average time spent in other schools is 6.3 years. IRC's

TABLE 3.--Directors' Years in Teaching, Administration and other Jobs

No.	IRC	Years in Teaching	Years in Administration	Other	Total
1	Rasafa	15	17	0	32
2	Karkh	12	4	0	16
3	Hilla	15	6	1	22
4	Mosul	5	18	0	23
5	Kirkuk	8	0	5	13
6	Basrah	0	13	5	18
7	Omara	6	2	0	8
Total		61	60	11	132
Average		8.7	8.6	1.6	18.9

directors taught the following subjects in the elementary schools: general science, reading, math, social science and religion. On the higher levels the directors taught: graphics, fine arts, and typing.

Questions 8-9: Directors' publications and the areas of subject matter.

Various forms of writing have been published by 42.9 percent of the directors. They specify their publications as: articles on graphics (all these articles are in education), short stories for children, pictures in general science and flat maps for the elementary level. Also they taught the ways of making plaster of paris as a technical report.

Questions 10-11: The IRC's directors need of additional education or training and the areas of need.

All of the IRC's directors said they needed additional education or training to be more qualified in their present jobs. The directors mentioned the following areas of need:

TABLE 4.--Directors Areas of Need of Education or Training

Area Mentioned	Percentage
Graphics and design	85.7
Teaching and media	57.0
Photography	42.9
IRC administration	28.6
Plaster of Paris Models	28.6
Folded paper	14.3

Question 12: IRC's directors participation in Art Fairs.

The total IRC directors' participating in art fairs was 85.7 percent.

Question 13: IRC's directors' hobbies.

The directors indicated the kinds of hobbies they had practiced. They are listed in Table 5 by order.

Question 14: IRC's directors teaching in the Center or the Community, and their students.

TABLE 5.--Hobbies Practiced by Directors

Hobby	Percentage
Graphics	71.0
Photography	42.9
Reading a Variety of Books	42.9
Creative writing	28.6
Sculpture	28.6
Research about Colors	14.3
Gardening	14.3

In the center or in the community, 71 percent of the directors taught. They lectured in these fields: painting and drawing, typing, history of art and general politics. Their pupils were students at different levels, in-service teachers, and citizens.

Question 15: IRC's directors' attendance of media conferences in the last four years.

Five of the seven IRC directors (71 percent) attended the media conference that was held in Baghdad in 1975.

Questions 16-17: Number of schools, administrators, and teachers that IRC directors visited in the last academic year to know their needs for instructional materials.

Visitations were made by 86.7 percent of the IRC directors to the teachers in their schools, in order to learn about their needs for instructional materials. An average of fifty-two teachers had been visited in the

last academic year by the IRC's directors: also an average of eight schools and eight administrators. This indicates that the IRC directors visited the school administrator in each school visit and they saw an average of six teachers in each visit.

Question 18: Kinds of techniques IRC directors used to stimulate the teachers, the students, and the citizens to visit the center.

More than one communication channel was used by 85.7 percent of the IRC's directors to stimulate the teachers, students, and citizens to visit the center. Table 6 indicates the kinds of techniques used.

TABLE 6.--Techniques Used to Encourage Visits to Centers

Technique	Percentage
School visitation	71.0
Posters	57.0
TV and Radio	42.9
Correspondence	28.6

Summary

The personal data collected from the Iraqi IRC directors about their backgrounds and their administration, showed that there are many similarities among the

directors--ages, degrees, years of teaching experience and administration. Results indicated that 85.7 percent of them taught in the elementary schools. This seems to suggest that elementary school teaching experience is considered an important factor in the selection of the Iraqi IRC directors. All IRC directors held a teaching diploma. This diploma requires one or two academic years following graduation from high school, and is offered by the Teachers' Training Institutions.

IRC directors do not have high participation in writing articles or books. Only three of them had any publications in education.

All of the directors indicated that they needed additional education or training to be better qualified in their present jobs. They ranked their areas of interest as: first, graphic design; second, teaching and media; third, photography. The directors' responses showed that their hobbies corresponded with their fields of interest. The choice of hobbies rated graphics, photography and reading first; sculpture and making models second; and creating writing third.

The conference held in 1975 in Baghdad was attended by 71 percent of the IRC directors and 85.7 of the IRC directors participated in an art fair. These two phenomena indicted that the IRC directors want to learn more

about their present jobs. They grasp any chance to gain knowledge and improve themselves in order to be more qualified to run their centers.

The data appears to indicate inconsistency in regard to the IRC directors visits to the teachers in schools. The visits included eight schools, with an average of fifty-two teachers visited. The investigator feels that the number of visits is not sufficient to know the real needs of the teachers.

The least number of schools was in Hilla (407), and the most in Baghdad Karkh (1178). The average number of schools is 784. There was an average of 10,636 teachers. The smallest number of teachers was in Omara (5,110), and the greatest was in Baghdad Karkh (17,706). The minimum number of students was in Omara (128,750) and the maximum in Basrah (498,100). The average number of students was 340,522. That average is for all of the sample.

Section Two--Personnel

Section two asked the IRC directors to indicate the number of permanent personnel they currently employed, their degrees, number of years they have in teaching, number of years they have in the IRC, and them, to evaluate their staff, as qualified, or not qualified. A definition for the word qualified was given: qualified means

that the staff member is competent in his job, is doing well, and he is a hard worker. Directors responded that they did not have part-time employees, and that they had no unqualified staff members.

Response Analysis

Item 1: Media Specialist

One of the seven IRC's, Baghdad-Karkh, has a media specialist. He has an instructional media diploma. He has no teaching experience, but has two years experience with the Baghdad-Karkh IRC.

Item 2: Media Technician

Only the Kirkuk IRC has a media technician. He has a B.A. in teaching, four years teaching experience, and two years with the IRC.

Item 3: Media Consultant

The Baghdad-Rasafa and Basrah IRC's have media consultants. Both have teaching diplomas. The Rasafa media consultant has two years experience in teaching and three years in the IRC. The Basrah media consultant has no teaching experience, but he had thirteen years of experience in the IRC.

Item 4: Media Aide

Five directors reported that they have a media aide. Table 7 shows the media aides in these IRC's and their experience in teaching and the IRC.

TABLE 7.--Media Aides

Information	IRC's Name						
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara
Number of Media Aides	1	0	0	3	1	2	1
Years Experience in Teaching	2	0	0	7-4-5	2	7-6	4
Years Experience in IRC	1	0	0	3-6-5	2	3-4	3

Rasafa's media aide has a teaching diploma. He spent two years in teaching, and one year in IRC.

Mosul's IRC has three media aides, all of whom hold fine arts diplomas. They total sixteen years experience in teaching, with an average of 5.3 years. They have fourteen years experience with the IRC, averaging 4.7 years each.

Kirkuk's media aide has a teaching diploma. He has two years in teaching, and another two years in IRC.

Basrah's IRC has two media aides. Both of them hold fine arts diplomas. Their average number of years of teaching experience is 6.5 with an average of 3.5 years with the IRC.

Omara's media aide has a primary teacher's College diploma, which requires three years work after graduation from intermediate school. He has four years experience in teaching and three years in the IRC.

Item 5: Graphic Production

Six directors indicated that they have graphic producers in their IRC's. The Rasafa IRC does not have graphics. Table 8 illustrates in more detail the information about graphic production.

The Karkh graphic producer holds a fine arts diploma. He has three years experience in the IRC but none in teaching.

TABLE 8.--Graphic Production

Information	IRC's Name					
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah Omara
No. of Graphic Producers	0	1	2	1	1	2
Years Experience in Teaching	0	0	10-15	1	5	4-6
Years Experience in IRC	0	3	14-10	2	1	5 4-4

Hilla's IRC has two graphic producers. They have high school certificates. They average 7.5 years experience in teaching and twelve years in the IRC.

Mosul's graphic producer holds a fine arts diploma. He has one year's teaching experience and another two years in the IRC.

Kirkuk's graphic producer has a high school certificate. He has five years' teaching experience and one year in the IRC.

Basrah's graphic producer holds a fine arts diploma. He has five years in teaching experience and another five years in IRC.

The Omara IRC has two graphic producers. One of them has a teaching diploma, the other a high school certificate, with some experience after that. They average five years in teaching and four years with the IRC.

Item 6: Photographers

Five directors indicated that they have a photographer in their IRC's. Baghdad Rasafa and Baghdad Karkh do not have a photographer. Table 9 illustrates the information about the IRC's photographers.

Hilla's photographer has one academic year training course after high school. He has ten years teaching experience and another ten years in the IRC.

TABLE 9.--IRCs That Have Photographers

Information	IRC's Names					
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah
Number of Photographers	0	0	1	1	1	1
Years Experience in Teaching	0	0	10	2	0	0
Years Experience in IRC	0	0	10	7	9	12
						8

Mosuls' photographer has a fine arts diploma. He had two years' teaching experience and seven years in the IRC.

Kirkuk's photographer has no teaching certificate or experience, but he had practical experience in the field of photography and nine years in the IRC.

The Basrah photographer has a high school certificate. He has no teaching experience, but he had worked with the IRC for nine years.

Omara's photographer holds a teaching diploma, but has no practice teaching. He has eight years with the IRC.

Item 7: Silk Screen Printer

Six directors have silk screen printers. The Rasafa IRC does not have a silk screen printer. Table 10 below illustrates the information.

The Karkh IRC has one silk screen printer. He only has experience in the field and no teaching experience. He has six years of experience in the IRC.

Hilla's IRC has one silk screen printer. He took a training course after graduation from high school. He has four years teaching experience and six years in the IRC.

Mosul's IRC has two silk screen printers. One of them holds a fine arts diploma, the other a teaching

TABLE 10.--Silk Screen Printers Available for IRC

Information	IRC's Names						
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara
Number of Silk Screen Printers	0	1	1	2	1	1	2
Years Experience in Teaching	0	0	4	7-3	0	0	0-0
Years Experience in IRC	0	6	6	8-3	9	10	10-9

diploma. They average five years in teaching experience and five and a half years with the IRC.

The Kirkuk IRC silk screen printer has a high school certificate with on-the-job experience. He has not taught, but has nine years experience in the IRC.

Basrah's IRC silk screen printer also has a high school certificate. He has no teaching experience, but has ten years in the IRC.

The Omara IRC's two silk screen printers both hold teaching diplomas. Neither of them has teaching experience, but they average nine and a half years experience with the IRC.

Item 8: Equipment Operation and Maintenance

Four IRC directors indicated that they have staff for equipment operation and maintenance. The details are in Table 11.

There is only one equipment operator in each of Karkh, Hilla, Mosul and Basrah IRC's. All operators have experience in the IRC, the minimum two years and the maximum eight years. All the equipment operators have teaching diplomas, except one who has a B.A. in Electrical Engineering. Two of the operators have teaching experience.

TABLE 11.--Equipment Operation and Maintenance

Information	IRC's Name					
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah
Number of Equipment and Maintenance	0	1	1	1	0	1
Years in Teaching	0	0	4	2	0	0
Years in IRC	0	2	8	2	0	3

TABLE 12.--Clerks and Janitors Available in the IRCs

Item	IRC's Name								Average
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara	Total	
Clerk	5	10	1	20	3	4	2	45	6.4
Janitor	2	6	1	2	2	2	1	16	2.3

Items 9-10: Librarian and Secretary

None of the Iraqi IRC's directors has a librarian or secretary in his IRC's.

Items 11-12: Clerk and Janitor

The number of clerks and janitors available in the IRC's are listed in Table 12.

There are forty-five clerks in the sample IRCs, with an average number of 6.4 clerks. The minimum number of clerks is one in Hilla, and the maximum is twenty clerks in the Mosul IRC. There are sixteen janitors. The average number is 2-3 janitors. The minimum is one janitor in the Hilla IRC and in the Omara IRC. The maximum number is six janitors in the Karkh IRC.

Summary

Response to questions about the IRC's personnel showed that just one Iraqi IRC has media specialists, and another IRC has one media technician. Two IRC's have one media consultant each.

The investigator feels that most of the IRCs are in need of qualified personnel in order to run the IRCs in a more efficient manner. There are no librarians or secretaries in any of the IRCs. The average number of professional staff is five people. There is an average of six clerks and two janitors. The investigator finds

that not all staff members are employed in jobs directly related to their diplomas.

Section three--Building

Section three asked the IRC's directors questions to determine the building facilities. Of interest were the square meters their centers currently held and amount of space utilized in the center's buildings. Generally, the aim was to determine a description of the space and environment of the IRC.

Response Analysis

Question 1: Governmental or rental building.

71 percent of IRC buildings are rented.

Question 2: Old or new buildings.

57 percent of the IRC buildings are old. That means they have been used for more than 30 years.

Question 3: The IRC's size in sq/meters.⁸²

The responses indicated that the average size of the IRC is 1,421 sq/meters. The table below (13) shows the average size of the IRC in sq/meters and the type of the building used.

⁸²1 meter = 3.28 feet.

TABLE 13.--Type of Buildings Used by IRC

Building	Average sq/meter
Governmental	1600
Rental	1350
New	2000
Old	987.5

Question 4: Number of rooms in the Center.

The directors indicated that the minimum number of rooms in the IRC's is four and the maximum number is seventeen. The average number from the total is 10.7 rooms.

Question 5: IRC Air-Conditioned.

The percent of the IRC's buildings that are not air-conditioned is 85.7.

Question 6: IRC in the geographical area of the school.

All of the IRC's directors indicated that their IRC is near the geographical area of the schools.

Questions 7.1-7.30: Facilities available in the IRC's. Their sizes in sq/meters.

The directors responses to this question are divided into four divisions. A, Director and staff facilities; B, working and display area; C, Storage; D, Facilities which are unavailable.

A. Director's and Staff Facilities.

Facilities available to the director and the staff are presented in Table 14. The size of each facility is in sq/ meters and the table also shows the average.

The smallest director's office is in Hilla, 12 sq/ meters and the largest in Karkh, 42 sq/ meters. The average size of the director's office is 25 sq/meters.

The minimum size staff room is in Basrah (28 sq/m), while the maximum is in Karkh (60 sq/m). The average size of the staff room is 21 sq/m.

There is no conference room in Rasafa IRC, Karkh IRC, and Hilla IRC. The minimum size of the conference rooms available in 57 percent of the IRC's is in Basrah (28 sq/m) and the maximum is in Mosul (60 sq/m). The average size of the conference room is 43 sq/m.

There is a staff lounge and clerk's room only in the Mosul IRC. The staff lounge is 60 sq/m. The clerk's room is 40 sq/m.

B. Working and Display Area.

Facilities available for working and display areas in the IRC's are expressed in Table 15 with the total sq/m and the average sq/m.

All the IRC's have working rooms in their buildings. The minimum size is 20 sq/m in the Hilla and Omara IRC's, the maximum is in Rasafa's IRC (50 sq/m). The average size from the total is 34 sq/m.

TABLE 14.--Facilities Available to Directors and Staff of IRC

Facilities	IRC 's Name							
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara	Total Average sq/m sq/m
Director's Office	30	42	12	25	30	16	20	175 25
Staff Room	40	60	30	40	40	28	50	288 41
Conference Room	0	0	0	60	45	28	40	173 43
Staff Lounge	0	0	0	60	0	0	0	60 60
Clerk's Room	0	0	0	40	0	0	0	40 40

TABLE 15.--Facilities Available

Facilities	IRC's Name							
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara	Total Average sq/m
Working Room	50	32	30	35	32	32	30	239
Preview Room	0	0	0	28	24	20	0	72
Dark Room	0	0	6	12	6	9	12	45
Map Room	12	20	0	30	20	7.5	20	109.5
Copy Room	0	12	12	20	16	0	16	76
Library Audio	32	40	0	48	0	0	35	155
Audio Lab	0	20	0	0	12	0	0	32
Audio Room	9	25	0	0	12	10.5	0	56.5
Viewing Room	0	0	0	40	0	0	0	40

Only 42.9 percent of the IRC's have preview rooms in their buildings, the smallest 20 sq/m in Basrah IRC, and the largest 28 sq/m in Mosul IRC. The average size is 24 sq/m.

The number that have dark rooms in the IRC is 71 percent, ranging in size from 6 sq/m in Hilla IRC and Kirkuk IRC to 12 sq/m in Mosul IRC and in Omara IRC. The average size is 9 sq/m.

Map rooms are found in 85.7 percent of the IRC buildings. The smallest is 7.5 sq/m in Basrah IRC and the largest is 30 sq/m in Mosul IRC. The average size is 18 sq/m. The percent of the IRC's that have copy rooms is 71. The minimum size is 12 sq/m in Karkh IRC and in Hilla IRC and the maximum size is 20 sq/m in Mosul.

The number of the IRC's that have library audio rooms is 57 percent, varying in size from 32 sq/m in Rasafa IRC to 48 sq/m in Mosul IRC. The average size is 39 sq/m.

An audio lab is in 28.6 percent of the IRC's. The minimum size is 12 sq/m in Kirkuk IRC. The maximum size is 20 sq/m in Karkh IRC. The average size is 16 sq/m.

The number of IRCs that have audio rooms is 57 percent. The size ranges from 9 sq/m in Rasafa IRC to 25 sq/m in Karkh IRC. The average size is 14 sq/m.

One of the IRCs has a viewing area in its building which is 40 sq/m.

TABLE 16.--Storage Available

Facilities	IRC's Name								
	Rasafa	Karkh	Hilla	Mosul	Kirkuk	Basrah	Omara	Total sq/m	Average sq/m
Film Storage	0	20	0	30	0	0	0	50	25
Equipment Storage	0	30	0	40	40	17.5	32	159.5	32
Supplies Storage	0	80	0	40	0	16	0	136.0	45

C. Storage

The storage available in the IRC's buildings is presented in Table 16, showing their size in sq/m., the total and the average size number.

Both Karkh IRC and Mosul IRC have film storage. The average size room is 24 sq/m. The number of the IRCs that have equipment storage is 71 percent. The minimum size is 17.5 sq/m in Basrah IRC, while in Mosul IRC and the Kirkuk IRC the area is 40 sq/m. The average size is 32 sq/m.

There is storage area for supplies in 42.9 percent of the IRC's. The minimum area is 16 sq/m in Basrah IRC; the maximum is 80 sq/m in Karkh IRC. The average space is 45 sq/m.

D. Facilities which are unavailable.

The director's responses indicated that the following facilities are not available in their IRC's buildings: Secretary's office, Lobby, Teachers' Library, Teachers' studies, Graphics Lab, Film production studio, Film Editing Studio, Listening Area, Reading Area, Display production workshop, and parking lot.

Summary

71 percent of the IRC buildings are rented. The others are owned by the government. The rental buildings

are generally designed to be one family houses. The investigator feels that even the governmental buildings are not designed to be Instructional Resource Centers.

The least number of rooms in the buildings are four in Hilla IRC; the most is seventeen in the Kirkuk IRC. The average number of rooms is 10.7.

One of the buildings is air conditioned. All of the buildings have director's offices, a staff room, and work room. The other facilities are missing from some buildings.

None of these facilities is available in all the buildings: secretary's office, lobby, teachers' library, teachers' studys, graphics lab, film production studio, film edition studio, listening area, reading area, display production workshop, and parking area.

The investigator draws attention to the fact that all space reported in this section may be classified under several different areas because of multi-purpose use, and that the buildings generally seem not to facilitate service for teachers or students in the local area.

Section Four--Facilities

Section four reports on thirty-seven items which the IRC's should contain. The IRC's directors were asked

to check the available facilities in their IRC's, and to put the exact number next to the available item. Table 17 summarizes the directors' responses, items available, and the average number of each item derived from the total.

TABLE 17.--Average Number of Items for Facilities of IRC

Item	Average	Item	Average
Chairs	19	Film Shelves	2
Tables	9	Slide Cabinets	1
Vertical Files	12	Card Catalog	
Blackboards	3	Cabinets	10
Bulletin Boards	3	Filmstrip Cabinets	2
Repair Benches	4	Tape Recording	
Projection Tables	3	Cabinets	5
Work Tables	5	Paper Cutter	1
Conference Tables	1	Display Cases	2
Projection Screens	4	Storage Cabinet	7
Pencil Sharpener	1	Drawer Storing	5
Sample Rack	2	Drawer File Storing	4
Library Shelves	4	Storage for Filing	5
Magazine Racks	4	Projector Stand	4
Flat Picture File	2	Photograph Negative	
Filmstrip File	2	File	3

Student desks, carrels, book return drop, atlas and dictionary stands, newspaper racks, audio cassette files, photocopy facilities, and slide duplication facilities are not available in the IRCs.

Summary

The investigator draws attention to the fact that the Iraqi IRCs have special routine duties, according to

the kind of facilities they have. They record some foreign language lessons on tape and submit them to the schools in the local area. They make available viewings of films to the students and teachers. The Iraqi IRCs do not have self-programmed instruction or quiet study areas for listening to recordings and tapes. The IRCs do not have enough facilities to help the students and teachers in independent studies nor can the IRC's serve as a library.

Section Five--Resources

Section five is divided into two sections: material resources and equipment resources. Each director was asked to indicate current holdings of resources in his particular center. He also listed whether the resources were for center use only, for general use, or both. The investigator found that the center staff can use the available resources in their centers.

Response Analysis

First Division--Material Resources.

This section presents data on material resources, commonly referred to as media software.

The directors' responses are summarized in percentages in the following Tables (Table 18 to 23).

TABLE 18.--Books and Periodicals

Question No.	Publication	Percent	
		IRC	User
Books			
1	Current Textbooks	100	100
2	Reference Books	42.9	14.3
3	Curriculum Guides	100	100
4	Large Print	0	0
5	Talking Book	0	0
Periodicals			
6	General	0	0
7	Encyclopedias	0	0
8	Dictionaries	0	0
9	Professional	0	0

The current textbooks and curriculum guides are available in all IRCs since education in Iraq is free at all levels. The Curriculum and Textbooks Department of the Ministry of Education supplies the current textbooks to the schools and IRC's all over the country at the start of each academic year. Less than half of the IRCs have reference books. There is a lack of large print, talking books, and periodicals in all IRCs.

TABLE 19.--Newspapers, Magazines, and Pamphlets

Question No.	Publication	Percent	
		IRC	User
Newspaper			
10	Children	28.6	0
11	Adult	0	0
Magazines			
12	Commercial	14.3	0
13	Political	0	0
14	Children	14.3	0
15	Professional	0	0
Pamphlets			
16	Elementary	14.3	14.3
17	High School	14.3	14.3
18	Adult	14.3	14.3

Very few IRCs have newspapers, magazines, or pamphlets. The main reason for this is that the Iraqi IRCs do not serve as libraries. Available newspaper and magazines are just for the use of the IRC staff. Pamphlets available are for use of IRC members and its students.

Political globes, elementary, and high school maps are available in all IRCs. They are available to IRC members. Not all the IRCs directors mentioned that these resources are available for users but some of the centers do not allow material to be checked out of the Centers.

TABLE 20.--Globes, Maps, and Photographs

Question No.	Materials		
		IRC	User
Globes			
19	Political	100	42.9
20	Physical	0	0
21	Slated--Outline	0	0
Maps			
22	Elementary	100	85.7
23	High School	100	85.7
24	College	71.0	57.0
Photographs			
25	Elementary	85.7	57.0
26	High School	28.0	28.6
27	College	0	0

Elementary photographs were available at 85.7 percent of the IRCs and 28.6 percent of the IRCs have high school photographs.

The IRC's directors made the photographs available to the learners.

None of IRCs have physical and slated-outline globes and they also lack photographs for the college level.

TABLE 21.--Filmstrips, Films, and Audio Recording

Question No.	Materials	Percent	
		IRC	User
Filmstrips			
28	Silent	85.7	85.7
29	Sound	42.9	42.9
Films			
30	8mm Films	28.6	28.6
31	16mm Films	57.0	57.0
Audio-Recording			
32	Reel to Reel	100	100
33	Cassette	85.7	85.7
34	Phonograph	42.9	42.9

The most available resources in the IRCs are silent filmstrips, 16mm films, reel to reel audio recordings, and cassette audio recordings.

Half of the IRCs (50 percent) had no sound filmstrips, and 8mm films.

Silent slides are available in all the IRCs both for the IRCs use and for any student. Art prints and microforms are not available in all IRCs, but 42.9 percent of the IRCs have sound slides and posters.

TABLE 22.--Slides, Graphic and Micro Forms

Question No.	Materials	Percent	
		IRC	User
Slides			
35	Silent	100	100
36	Sound	42.9	42.9
Graphic			
37	Posters	42.9	42.9
38	Art Prints	0	0
Micro Forms			
39	Micro Film	0	0
40	Micro Fiche	0	0

TABLE 23.--Transparencies, Professional Collections, Models, Programmed Materials, and Educational Games

Question No.		Percent	
		IRC	User
41	Transparencies	42.9	28.6
42	Professional Collections	28.6	28.6
43	Models	57.0	42.9
44	Programmed Materials	0	0
45	Educational Games	14.3	14.3

Second Division--Equipment Resources.

This section five presents data on equipment resources, commonly referred to as media hardware. The directors' responses are illustrated in the following tables by the average number of equipment available in IRCs and the percentage of usage by the learner. IRC equipment resources are in the hands of the IRC staff. They can use them any time during the working day.

TABLE 24.--Film Projectors, 2 x 2 Slide Projector, Filmstrip Projector, 10 x 10 Overhead Projector, Opaque Projector and Micro Projector

Question No.	Item Projector	Average	Percent	
			IRC	User
1	8mm Silent	3	100	28.6
2	8mm Sound	0	0	0
3	16mm Sound	16	100	100
4	2 x 2 Slide	12	100	100
5	Filmstrip or Sound	1	100	14.3
6	Filmstrip-Slide	4	100	57.0
7	10 x 10 Overhead	2	100	57.0
8	Opaque	19	100	85.7
9	Micro	0	0	0

In the IRCs, 8mm sound projectors and micro projectors are not available. There are more than one item in average number available in the centers. The investigator feels that some of these items such as the 16mm sound

projector, 2 x 2 slide projector or opaque projectors are available in the schools, but were originally the IRCs property, which the schools borrowed temporarily.

TABLE 25.--Audio-Visual Equipment

Question No.	Item	Average	Percent	
			IRC	User
10	2 x 2 Slide Viewer	4	100	14.3
11	Filmstrip Viewer	2	100	14.3
12	Micro-Reader	0	0	0
13	Audio Tape Recorder	87	100	100
14	Portable Video Tape Receiver	0	0	0
15	Record player	2	100	100
16	Television Receiver	73	100	100
17	Radio	1	100	0
18	Projection Screen	2	100	100
19	SLC 35mm	3	100	0
20	Photo Flood Lights	2	100	0
21	Motion Picture 16mm	1	100	0

Micro-Readers and portable Video Tape Recorders are not available in the IRCs. Most of the IRC do not allow the learners to use this hardware. A high number of the average available hardware is borrowed from the IRC by the local schools for temporary use.

The duplicating machine and the typewriters available in the IRCs are just for use by the IRC. The

TABLE 26.--Copying Machines and Equipment

Question No.	Item	Average	Percent	
			IRC	User
22	Copying Machine	1	100	14.3
23	Duplicating Machine	1	100	0
24	Typewriter	1	100	0
25	Headphones	5	100	100
26	Graphics Kit	2	100	42.9
27	Free Handwriting Kit	2	100	42.9
28	Puppet Kit	2	100	14.3

headphones are used by the students, but less than half of the IRCs allow the learners to use copying machines, graphics kits, free handwriting kits, and puppet kits.

Summary

Data results indicate that the Iraqi IRCs are generally missing many necessary software materials and hardware resources. These resources should be available in the modern IRCs, for the use of the teachers, students, and the IRC staff themselves. Missing resources are periodicals, newspapers, magazines, and pamphlets. Again, the lack of these resources indicates to the investigator that the Iraqi IRCs do not serve as a library.

There are no physical globes, slated-outline and college photographs, no micro forms and programmed materials. (A lack of hardware would indicate a similar lack of software.) Most of the machines are not for the use of the learner, but just for the IRC's use.

A large percentage of the hardware is borrowed by the schools in the local area.

Section Six--Supplies

Section six asked the Iraqi IRC's directors to check the available supplies their centers currently have. Supplies refers to many kinds of materials used for instructional media or materials for the center's daily use. Table 27 presents the types of supplies and the percentages available in the centers.

Between 85.7 percent and 100 percent of the IRCs have different kinds of papers, color cartons, bond, audiotape, and stationery for the staff requests.

Between 42.9 percent and 14.3 percent of the IRCs have index cards, file folders, 35mm color film, 35mm black and white film, lettering materials, transparency materials, and dry mount tissue. Clearly, most of the IRCs have a lack of the above-mentioned supplies.

Summary

The supplies data collected from the Iraqi IRCs showed that only three items of the many supplies are

TABLE 27.--Types of Supplies in the IRCs

Question No.	Item	Percent
1	Different kinds of papers	100.0
2	Color cartons	85.7
3	Index cards	14.3
4	File folders	14.3
5	Bond	85.7
6	Color film 35mm	28.6
7	Black and white film 35 mm	42.9
8	Lettering materials	28.6
9	Tape recorders	100.0
10	Transparency materials	28.6
11	Dry mount tissue	14.3
12	Stationery	100.0

available in all the centers. These items are different kinds of papers, tape recorders, and stationery for the staff's use. The other supplies are not available in all the centers with the exception of Baghdad Karkh IRC and Mosul IRC. The investigator thinks that all the supplies are necessary for producing instructional material and would be valuable in running the centers in a productive manner.

Section Seven--Services

The importance of various concepts is the rationale by which an IRC establishes the kind of services offered. In this section each director was asked to

answer a specific question which related to the services offered by his particular IRC.

Response Analysis

Question 1: IRCs give help and advice mostly to teachers, students, citizens.

All of the Iraqi IRCs indicated that their centers help and give advice to the teachers and students.

Question 2: The Role of the IRC.

All of the Iraqi IRCs indicated that their center's role is to develop the curriculum.

Question 3: Should an IRC primarily be a "storage" or "service" Instructional Resource Center?

The consensus of all the Iraqi IRCs was that their centers are primarily service Instructional Resource Centers.

Question 4: Total number of schools, students, and teachers the IRC serves.

Table 28 shows the average number of schools, students, and teachers the IRC is serving.

The Kirkuk IRC does not serve a professional school in its local province. Karkh IRC, Hilla IRC, Kirkuk IRC, and Omara IRC do not serve Colleges in their local provinces.

Question 5: IRCs offer assistance to student teachers.

Student teachers in the local areas are offered assistance by 85.7 percent of Iraqi IRCs.

TABLE 28.--Schools, Students, and Teachers IRC serves

School Level	Average Number		
	School	Student	Teacher
Kindergarten	28	4,621	252
Elementary	631	252,543	7,984
Secondary	107	39,928	2,148
Professional	20	9,093	250
College	4	2,867	88

Question 6: IRCs offer courses to in-service teachers

None of the Iraqi IRCs offered courses to in-service teachers.

Question 7: Related to Question 6 asked: How many courses are offered yearly?

The answer was none for all the IRCs.

Question 8: Do IRCs offer courses to the pre-service teachers?

Baghdad Karkh offered courses to pre-service teachers, but none of the other IRCs did.

Question 9: Students and their teachers visit IRC

All of the Iraqi IRC's directors indicated that the students and their teachers of the province visited their IRCs.

Question 10: IRC's provide a professional library collection for teachers.

The number of Iraqi IRCs that provide a professional library collection for teachers is 57 percent.

Question 11: Teachers allowed to use the instructional kits in IRCs.

71 percent of the Iraqi IRCs allowed teachers to use the instructional kits in the IRCs in their local areas.

Question 12: Does the IRC's staff provide information on available in-service workshops?

None of the Iraqi IRC's directors stated that his IRC's staff provides information on available in-service workshops. It might be they did not have such in-service

Question 13: Does the IRC's staff provide information on available professional activities for teachers?

Less than half (42.9 percent) of the directors indicated that their IRCs provided information on available professional activities for teachers.

Question 14: Do IRCs provide special programs or displays for citizens?

Special programs or displays were provided for the citizens by 71 percent of the IRCs.

Question 15: Does the IRC staff give talks to youth groups and clubs on appropriate materials and services?

All of the IRC directors answered positively; 100 percent of them gave talks to youth groups and clubs on materials and services their IRCs provide.

Question 16: Does the IRC provide a formal orientation program at the beginning of the academic year?

Only one IRC provides a formal orientation program at the beginning of the academic year. The other 85.7 percent answered no.

Question 17: Does the IRC staff work with the PTA?

From the IRC 28.6 percent of the staff work with the PTA. They participated with film and slide shows.

Summary

The data appeared to indicate that the Iraqi IRCs serve all levels of schools in their local area from kindergarten to college. The director's aim their services to include the students and the teachers and at the same time strive to develop the educational curriculum. All directors indicated that their IRCs were established to be as service Instructional Resource Center. The IRCs offered assistance to the student teachers and also provided a special program and display for the citizens in the local provinces. The IRC's staffs give talks to the youth groups and clubs on appropriate materials and services their IRC offers.

IRC's do not offer courses to in-service teachers or to the pre-service teachers. Half of the IRCs do not provide a professional library collection for teachers.

The investigator finds that the IRCs had deficiencies in their services offered to the students, the teachers, and to the citizens in the IRC's local province. This lack of services may be related to the unqualified staff or to the lack of resources and to IRC buildings which lack adequate facilities.

Section Eight--Operating

Section eight contained fifteen questions asked the IRC directors in regard to operating their particular IRCs. Most of the questions were "yes" or "no" questions, with a "yes" answer requiring a more complete answer.

Response Analysis

Question 1: What percent of the media equipment is usually being repaired?

Table 29 shows these percentages of media equipment repaired in each IRC.

TABLE 29.--Media Equipment Repaired in each IRC

IRC's Name	Percent
Rasafa	30
Karkh	25
Hilla	60
Mosul	15
Kirkuk	35
Basrah	40
Omara	50

The minimum percent of repair incidence was in Mosul IRC (15 percent). The maximum percent in Hilla IRC (60 percent).

Question 2: Was repair of broken equipment prompt?

The number of the IRC's directors that indicated that their media equipment was repaired promptly was 71 percent. The Rasafa IRC and Karkh IRC directors answered negatively for this question.

Question 3: Does the IRC have a capable and pleasant staff?

An affirmative answer was given by 85.7 percent of Iraqi IRC directors.

Question 4: Is the IRC cooperative with the school libraries?

The number of the IRCs that had cooperation with the school libraries was 71 percent.

Question 5: Is the IRC cooperative with the public libraries?

Only 28.6 percent of the IRCs had cooperation with the public libraries.

Question 6: Does the IRC work in cooperation with the museums?

The museums and IRCs had only 14.3 percent cooperation.

Question 7: Does the IRC staff write textbooks?

Of the IRC staff, 28.6 percent wrote or co-authored textbooks.

Question 8: Does the IRC maintain a file or catalog of its collections?

Less than half of the IRCs 42.9 percent maintain a file or catalog of their collections.

Question 9: Does the IRC produce any kind of instructional materials?

Every IRC director answered positively to this question. Iraqi IRC's produce these kinds of instructional materials. Table 30 presents the IRCs productions.

TABLE 30.--IRC's Productions

Production	Percent
Posters	85.7
Gypsum Models	71.0
Audio Cassette Tapes	57.0
Mounted Animals	42.9
Charts	28.6
Slides	28.6

Question 10: Who determines what instructional materials are produced?

All of the directors indicated that the IRC staff determines which instructional materials to produce. The teachers were included with the IRC staff as decision makers and 28.6 percent also included the Province Educational Administrator in making the final decision.

Question 11: IRC publications.

None of the IRCs published any kind of newsletter, newspaper, review or film program. One of the IRCs published a catalog.

Question 12: Do the IRCs prepare bibliographies for subjects that appear regularly in the school curriculum?

Baghdad Rasafa IRC is the only center which prepares bibliographies for subjects that appear regularly in the school curriculum.

Question 13: Students are learning more in the IRC than they do in their traditional classroom?

None of the IRC's directors answered "yes" to this question.

Question 14: Is there coordination between IRC and other media centers?

All of the IRC's directors answered "yes" that they have such coordination. One of the directors mentioned that he also coordinates with the Arab states centers, beside his coordination inside the country. Another director indicated that he has coordination with the foreign centers as well as coordination inside the country.

Question 15: IRC Evaluation

The number of the IRC's directors that indicated their IRC has been evaluated was 57 percent. The evaluators made the following observations: Provide the IRCs

with new and advanced equipment; a need for professional training for the staff; a need for better facilities; a need for qualified man power to improve the IRC's production.

Summary

Section eight asked the IRC's directors to indicate the pattern of operating that they used in their IRCs.

From their answers, the investigator feels that the IRC directors are conservative in operating their IRCs, maybe as a result of their facilities, spaces, and staff. Most of the IRC's directors did not have cooperation with the school libraries or public libraries or with the museums. The IRC's staff did not participate in writing textbooks. Half of the IRCs did not maintain a file or catalog for their collections, nor did they publish a newsletter or newspaper.

They made no reviews of film programs, and did not prepare bibliographies for subjects that appear regularly in the school curriculum.

All of the IRC's directors believed that the students in their local area learn more in their traditional classes than they do in IRCs.

Most of the centers had been evaluated. Recommendations were given for improving the staff's

professional abilities in their jobs by training courses. The IRCs need new equipment and better buildings.

Section Nine--Budgeting and Finance

Section nine reports the budgeting and finance required to support the IRCs. Twelve categories investigated the controlling of the IRC's budgets, monthly expenses and yearly expenses. For a more detailed account, refer to Appendix A.

The directors were asked to answer by using the Iraqi Dinar, which is equal to \$3.37. The writer transferred the Iraqi dinars to the American dollars to make it easier for the reader.

Response Analysis

Item 1: IRC's directors salaries (monthly)

The total salaries of the IRC's directors is \$3,831,69. The average salary is \$547.36 monthly for each IRC director.

Items 2-3: IRC's staff salaries and other workers (monthly)

The total monthly salary of the IRC's staff and workers is \$24,499.90. There is an average of fourteen workers in each IRC. The average monthly salary for one person is \$249.98. The average for one IRC staff is \$3,499.88.

Item 4: IRC's equipment.

The total cost estimated by the IRC's directors for the equipment is \$1,641.190, averaging \$234,450 per one IRC.

Item 5: IRC's Furniture

The total cost estimated by the IRC's directors for their center's furniture is \$62,345.00. The average cost is \$8,906.40 for each IRC.

Item 6: IRC's materials (collections)

The total cost estimated by the IRC's directors for their available materials is \$1,145,800. Each IRC averages \$163,680.

Item 7: IRC's supplies

The total cost estimated for their supplies is \$229,160. The average cost per IRC is \$32,737.

Item 8: IRC's Buildings

Two out of the seven IRC's buildings are governmentally owned. The directors did not put any estimate on them. The other buildings are rentals. The total rent per year is \$279,710. The average rent cost is \$39,958. The minimum rent was found in the Hilla IRC (\$1,011 a year) while the maximum was in Baghdad Karkh IRC, costing \$10,110 yearly.

The expenses of electricity for all the IRCs is \$178.61 a month. The average cost is \$25.52. The least

amount of expenses were in Hilla and Omara IRCs (¢5.06 a month). The maximum was in Baghdad Karkh (\$67.40 a month).

The expenses of water for all the IRCs was \$75.32 a month. The average price is \$10.76 a month. The minimum cost was in Hilla IRC (\$.84) and the maximum in Baghdad Karkh IRC was \$40.44 a month.

Items 9-10: In-service training costs and consulting services

None of the Iraqi IRC's directors reported any amounts for the in-service training cost or consulting services.

Item 11: Maintenance

The IRC's directors estimated \$7,683.60 yearly for their center's maintenance. The average cost was \$1,097.65 a year for each center.

The smallest cost of maintenance a year was found in Mosul IRC, which is \$269.60 and the maximum maintenance was in Baghdad Rasafa IRC (\$2,022.00 yearly).

Item 12: Miscellaneous

The IRC's directors estimated \$162,156.00 for miscellaneous a year. The average was \$23,165.00 with the minimum miscellaneous in Hilla IRC \$2,022.00 and the maximum in Baghdad Karkh (\$72,792).

Summary

The ranking of the IRC budgeting depends on the size of the IRC, including the number of staff members it has, equipment, the size of the area it serves, the number of schools, students, teachers, and the amount of instructional materials produced.

The investigator suggests that the wide range may be due in part to the qualified staff, the length of time an IRC has been in operation, and to the kind and brand of equipment an IRC has. The investigator found that there is a big difference between the Iraqi IRC's budgeting and expenses. Basrah IRC's equipment was estimated at \$674,000, while Hilla's IRC's equipment was estimated at \$16,850. The difference is \$657,150. Materials cost was estimated in Baghdad Rasafa IRC at \$269,000. Material cost estimates in Hilla IRC and Omara IRC are \$6,740 for each. The difference between Rasafa IRC and Hilla IRC is \$263,860.

There is a big difference between the cost of rent of the buildings in the provinces.

Section Ten--Problems and Solutions

This section reported the IRC's problems confronted and solved by the directors. Each IRC director was asked two open-ended questions: (1) to list their

IRC's problems and the solutions they found; (2) put the problems and solutions in order of importance.

Response Analysis

The IRC directors agreed about five main problems. They suggested solutions for them. The problems are:

- A. The need for well-trained and sufficient number of manpower.

They suggested the training of available cadre to support the IRC's cadre with new blood of well-trained, and interested people in the field and to increase the staff salaries to cope with inflation and to encourage the newcomers to work in the center.

- B. The lack of new automatic and sufficient equipment.

The IRC's directors suggested that acquiring enough automatic equipment to be able to serve their local area would facilitate learning. Also, the staff should be trained in an intensive course to run the equipment for higher achievement.

- C. Most of the IRC buildings (71 percent) of the buildings are small and inconveniently located for the IRC work.

The directors suggested building new facilities designed especially for an IRC, with suitable specifications to provide a comfortable and convenient environment for work.

- D. Less than half of the IRC's directors complained about transportation. The other directors (42.9 percent) did have cars which are used for showing films, visiting schools, delivering instructional materials and for the staff official work.

This problem seems to be more obvious in the large provinces such as Baghdad, Mosul, and Basrah.

- E. Some of the IRC's directors complained about a lack of spare parts for their broken machines. Others complained about the lack of imported software materials and supplies.

The solutions they found were to establish a factory to manufacture these kinds of tools, machines, and supplies. Iraqi IRC's would be free and independent from foreign companies. The Iraqi factories could supply the Arab states with its productions too.

CHAPTER V

GUIDELINES FOR IRAQI IRCs

The purpose of this study was to survey and to determine a general view of the characteristics of the Iraqi Instructional Resource Centers in regard to their administration, personnel, buildings, facilities, resources, supplies, services, operation, budgeting, and problems faced by the IRC's directors; to establish guidelines for the Instructional Resource Center for Iraq. The main aim for the IRC would be as an operating, producing, and servicing center. It would serve the students, the teachers, and the citizens of the local area, and contribute training for in-service teachers. It could be a significant factor in the improvement of instruction, and for the enrichment of the Iraqi curriculum.

The guidelines were developed by surveying seven selected Instructional Resource Centers scattered all over the country, by reviewing the professional literature significant to instructional resource centers and by consulting the basic criteria for establishing new centers

remodeling them. These criteria are necessary for any instructional resource center.

It must be realized that it is not the main purpose of this study to establish an ideal center for the Country because it is a difficult task to transfer the educational innovations from an industrialized country to a developing country. An innovation may fail to survive transfer because it is impractical, or irrelevant, or both. Secondly, there is a difference between the industrial countries and developing countries in educational purposes. Thus, transferred innovations may need to be adapted to fit different objectives. Thirdly, the teachers' needs and students' needs are constantly changing. Fourthly, the lack of trained manpower and the shortage of imported equipment and spare parts causes another obstacle when establishing a highly qualified center in developing countries. Nonetheless, it is not impossible to attempt to establish guidelines which would remain on an experimental basis until its function and performance achieved success within the Iraqi educational system.

The establishment of guidelines requires a philosophy which is one of the first important guides in the development of an IRC. This philosophy is generally determined by the Iraqi Ministry of Education. All the

Iraqi IRC's follow the same philosophy and the same rules and policies. The common feature of this philosophy is the desire to improve the learning/teaching program in order to meet the needs of the students and the citizens in accordance with the Islamic and Arab culture. The Iraqi Five Year Developmental National Plan of 1976-80 supports the improvement of quality of educational services. There are no specific points referring to the IRC's philosophy, aims, objectives, or goals. There are, however, general, broad targets which encompass the IRC's aims, its functions, operations, and evaluation.

Iraqi IRC's need well-defined concepts, objectives, and programs. The IRC concept should be evolved in a specific and well-defined systematic program. The IRC should be a place where an individual can learn at his own rate and on his own level of comprehension; for the teacher a place to improve his teaching methods; for the citizen, a loan library and for all of them a center for refreshing knowledge and a recreation center to use in an enjoyable environment. Moreover, local schools should in turn upgrade their environments, instructional materials, and curriculum for improved instruction.

An IRC's administrator needs to be a dedicated, firm, rational director who can make his center an active participant in the educational process, rather than a mere storehouse. The director should be well-acquainted

with the needs, the roles, and the values of the IRC in the schools in which the center might serve, and should have a good understanding of the many and varied ways of learning by today's students and teachers. The center's director should function most effectively as a teacher and would be an important member of the school team. It would be useful if the director completed special courses in his various areas of responsibility, such as theories in administrating IRCs, communication, curriculum development, library science, material producing, and be knowledgeable in current educational innovations. He should be able to plan and to execute his IRC budget, and be knowledgeable in the use of the available raw materials in Iraq in general and in his local province in particular. Finally, he should be helpful working with his staff to encourage understanding and wise use of the center and project this philosophy to schools and teachers.

From the findings, all the IRC's directors indicated that they needed additional education or training to be more qualified in their present jobs. They suggested the following topics: graphics and design, teaching and media, photography, IRC's administration and how to make a plaster of paris and folded paper. The training courses for the IRC's directors have to contain the mentioned topics. Iraqi IRC's directors need to participate in writing textbooks in order to be familiar with

the students subject matter and textbook illustrations. They must make enough visits to the schools to understand the teachers' real needs for instructional materials. They also have to visit different kinds of centers, and to participate in training courses to be more up to date. In addition, they should be knowledgeable about public libraries, school libraries, museums and IRC's in the country, in the Arab states, and in foreign countries.

The effective functioning of an IRC greatly depends on an adequate number of duly qualified and experienced personnel to serve students and teachers in the local province. Educational scholars agree that the IRC staff should consist of a director, professional staff, technicians, clerks, paid student help, and volunteer student aides; each classified according to their responsibilities. Qualified personnel means those having an understanding of the concepts and techniques used in a specific job. Besides that body of information, the staff members acquire skills and appreciation and interests in the job. He also must have the ability to contribute effectively to curriculum development, to interpret content of print and nonprinted materials, and teach students how to use materials and equipment critically and independently. Also important is a knowledge of print and nonprint materials related to the curriculum,

textbooks and children's literature. According to the American Association of School Librarians (AASL) definition of professional personnel, in addition to their academic training in teaching and media (print and non-print) management, they have administrative ability and competency in leadership and human relations.

The size of an IRC staff depends on the number of users--students, teachers, and others--served by the IRC program. The AASL recommends a full-time media specialist in each school with an enrollment of 250 students. Additional professional staff members are required to respond to the needs in IRCs with larger enrollments and to provide a full range of media services. (One full-time media professional for every 250 students or major fraction thereof.)

Support staff of media technicians and media aides should be sufficient in size and in variety of competencies to insure that the media program operates efficiently. Each school with an enrollment of 250 needs a full-time media aide and a full-time media technician. A ratio of two full-time support staff members for every 250 students.

The guidelines for an IRC building should take into consideration the visual environmental effects, a learner's ability to perceive visual stimuli and their affects an his mental attitude and thus performance.

An IRC should be located as near to the center of the school as possible so that it is accessible to all students and teachers. It should be open the entire school day, as well as before and after school, and sometimes it should be open on weekends and evenings. A center should have a warm and inviting atmosphere created by displays, materials, and the ready access of available equipment. The district IRC should encourage local schools to establish sector IRCs.

Sufficient space is necessary in an IRC building to meet the educational needs of students, teachers, and citizens in the local province.

Facilities for the province IRC are designed and provided on the basis of the number of schools and the size of the student population, as well as geographic characteristics and the province educational program. The IRC is located to provide maximum accessibility to students and teachers with consideration given to the possibility of future expansion and to the likelihood of a need for extended hours of service.

Facilities in the IRC are needed for the administrative area, the professional materials collection, conference areas, teaching/learning spaces, adequate parking lots, adequate electrical outlets, light control, telephone and intercommunication devices, air conditioning,

sound control, and temperature and humidity controls to prevent deterioration of collections.

Furniture in the IRC is functional, aesthetically pleasing, and consonant with the tastes of the users. It should create an environment which can set moods that lead to inquiry and the user fulfillment.

The base collection for the instructional resource in the Iraqi IRCs depends on the educational curriculum and the users' needs. The Association for Educational Communication and Technology recommended that a school unit of 500 or fewer students have a minimum collection of 20,000 items or 40 per student. An item is defined as a book (casebound or paperback), film, videotape, film-strip, transparency slide, periodical subscription, kit, any other form of material or associated equipment. It is possible that the collection in larger provinces may provide the needed range in content, levels, forms of expression, and formats at a ratio of less than 40 items per student.

One of the functions of an IRC should be to show teachers that words are not the only means of communication and in many cases are not even the most appropriate. Most teachers in the local province should be invited to the IRC for discussions, lectures, and social purposes. The center has to run courses especially for in-service teachers to meet their needs, the schools, and the

curriculum purposes. In-service education is necessary for Iraqi teachers because they are not adequately prepared for their work. One task of in-service education should be to provide direct assistance with specific problems that arise in the classroom; another, to provide the opportunity for teachers to learn new ways for using the instructional materials in their classes.

Practical courses, like workshops, would provide a chance to practice skills and techniques that teachers may not have used for some time, to hear new ideas, and to refresh memories of old ones. A workshop course may include a considerable amount of practical work. These aspects would be covered:

- Making and using simple drawings and printed instructional materials
- Wall charts, posters and models
- Use of the camera, film slide, film strip, and film as teaching material
- The care and servicing of film strip and film projectors
- Tape recorders and the use of recorded material for teaching purposes
- Planning of shows and exhibitions
- The planning of instructional materials in relation to content and course objectives

--Instruction in the operation and maintenance
of projecting equipment

Teachers would have to study under the guidance of educational specialists capable of thinking out the problems of presentation in relation to the educational context. Useful feedback about in-service courses would be obtained from direct observation of teachers and students at work. Expecially beneficial could be opinions from visitors to the schools who come from different educational backgrounds.

In planning the financial aspects of an IRC, the budget is developed cooperatively and is based on the IRC's goals, objectives, productions, and program. The plan must consider the financial resources necessary: personnel salaries, printed materials, supplies, audio materials, visual materials, furniture, equipment, maintenance of materials, services, transportation, instruction, coordinate activities, equipment maintenance, replacement and fixed charges, plant operation and building rent.

Long-range plans should be written in terms of achieving certain objectives. These objectives should be more specific and measurable. Financial support for all of Iraqi IRCs comes from governmental sources only.

The Guidelines

The following aspects are specifically suggested guidelines which were developed from the study findings and analysis of data reported in this study.

Philosophy

1. Professional aims and targets should be established in the Iraqi IRCs.
2. The IRC should have a professional staff with academic certificates, teaching experience, and training courses in their specific job.
3. The IRC should be a place where a student can learn at his own rate, where teachers can improve their teaching methods, and a citizen can use as a loan library.
4. The IRC should have multiple uses; to serve the educational curriculum by producing instructional materials and training in-service teachers; as a recreation center for the citizens in the local area; and as a center for adult and continuing education.

Personnel

Professional:

1. IRC director
2. Librarian
3. Media specialist
4. Media technician
5. Media aide

Technical-Clerical:

1. Graphic producer
2. Photographer
3. Silk screen printer
4. Cataloger
5. Equipment operator and maintenance
6. Clerk
7. Student assistant

Building Facilities:

1. Administration
2. Preview and auditioning
3. Production of materials
4. Storage, handling, repair, and distribution
of audio-visual materials
5. Storage, handling, care, and distribution
of equipment
6. Magazine and newspaper storage
7. Professional collection area
8. Group projects area
9. Book shelving
10. Reading area
11. Conference area
12. Experimental classroom
13. Darkroom
14. Television area
15. Audio sound studio

16. Internal processing

17. Parking lot

Material Collection
(Software and Hard-
ware)

Printed Material:

1. Current textbooks
2. Reference books
3. Curriculum guides
4. Periodicals
5. Newspapers
6. Pamphlets
7. Microfilm, microcard, and microfiche
8. Microform equipment: readers and printers

Visual Materials: Still Images:

1. Filmstrips: sound and silent
2. Filmstrip Equipment: silent and sound
projectors and viewers
3. Slides and transparencies
4. Slides and transparencies equipment
5. Graphics: posters, art and study prints
maps and globes

Visual Materials: Moving images

1. 16mm and super 8mm sound films, videotapes,
and television reception

2. 16mm and super 8mm sound projection and video playback and reception equipment
3. Super 8mm films, silent
4. Super 8mm equipment

Auditory formats

1. Audio recordings: tapes, cassettes, discs, and audio cards audio equipment: tape recorders and record players.
2. Radio and television receivers

Tactile Formats

1. Games and toys
2. Models and sculpture
3. Specimens

Miscellaneous Equipment

1. Opaque projectors
2. Microprojectors

Auditorium and Large-Group Projection Equipment

1. Auditorium-type 10" x 10" overhead projector
2. 16mm projector
3. 2" x 2" automatic slide projector
4. Projection carts
5. Projection screens
6. Local production equipments additional considerations

Copying machines:

1. Duplication machines
2. Dry mount press
3. Paper cutters
4. Transparency makers
5. Typewriters for graphics production
6. Cameras and related equipment
7. 35mm single-lens reflex camera
8. Super 8mm camera (silent) (sount)
9. 16mm camera (sound)
10. Light box

Videotape Equipment:

1. Videotape recorder
2. Video camera (s)

Film and Video Production Equipment:

1. Film splicers 16mm and super 8mm
2. Portable chalkboard

Audiotape Production Equipment:

1. Tape splicers

Budgets

An adequate budget should be based on the need and number of schools and the number of students and teachers an IRC serves. Another consideration, the functions which an IRC performs and the hours it is open. The IRC budget should include sufficient funds

for salaries; also for equipment maintenance and replacement so that no teacher or student is denied the efficient use of any equipment item because of malfunctions or obsolescence. Funds for training the in-school teacher coordinator, supplies, furniture, and basic materials collections should be available also. There should be the freedom to purchase throughout the year.

Services

1. Expensive, specialized equipment, which would be impossible to furnish for each school IRC, should be located in the province IRC to provide teachers with the means necessary to make their own instructional materials.

2. The IRC should provide in-service training courses for the teachers, and opportunities for discussions and seminars using all forms of resources.

3. The IRC should provide trained consultants to aid the teachers in making their own instructional materials in the most efficient way.

4. The IRC should provide materials and equipment for the teachers and students to check out, which is not available in their schools.

5. The IRC should provide a catalog and process all materials so that teachers, students, and other learners know what resources are available in each field.

6. The IRC should keep all equipment in working order, ready for use always.

7. The IRC should provide facilities for the independent study of print and nonprint materials.

8. The IRC should endeavor to enrich the collection of print and nonprint materials and to develop the production of instructional materials on the subjects covered in order to complement the total teaching expression.

9. The IRC should determine a criteria for selection of equipment.

10. The IRC should develop a new learning environment for instructional functions. There may be activities such as training paraprofessional and workshops to improve instruction.

Conclusions

The purpose of this study was to present basic concepts in establishing a model for Iraqi Instructional Resource Centers. These concepts included descriptions of an IRC philosophy, staff, convenient materials and equipment, efficient use of resources, awareness of the local environmental influences, IRC functions and adequate budgeting.

While teaching in Iraq needs support from outside the classroom services to motivate the students and

teachers, the great need for this kind of IRC is in transposing the new technology to the students, teachers, and other learners. It is necessary today and for the Iraqi educational systems in the future. Considering the flexibility of the model in the sense of the country's political aims policy, the educational situation in the country and the development of the educational technology all over the world, the guidelines has to be put in practice and the feedback and evaluation will be necessary to improve its performance.

Recommendations

This investigation was only a beginning for the development of guidelines for Iraqi Instructional Resource Centers. There is a great need for further studies in the same field to determine specific needs to improve and facilitate the Iraqi educational curriculum. The investigator developed these recommendations after the analysis of the data.

1. Iraqi IRCs might be used to serve the retired teachers. It could provide a meeting place for them to discuss various aspects of the curriculum and offer their advice on producing instructional materials for specific subjects. It would be worthwhile to hire some of them as instructors for inservice teacher diagrams.

2. Equipment and materials are useless unless the teachers know about them. Catalogs and lists are the primary source in locating available instructional materials in the IRC.

3. If teachers do not find the equipment and materials they want, they should make their needs known. Directors are usually amenable to such requests.

4. Training the IRC staff in new methods and techniques is important to the operation of the IRC.

5. Sufficient buildings with enough materials and equipment are necessary for good IRC achievement.

6. Providing orientation training to new teachers and students about IRC services should be offered.

7. Preparing newsletters, bulletins, catalogs, to help the students, teachers, and learners to locate materials in the center and community should be done.

8. Using the local raw materials to produce instructional materials may save money, time, and can satisfy a special need for media that cannot be satisfied with commercial materials.

9. Produce materials in response to the stimulus which arises from the teachers' needs.

10. Maintaining close relations with the teachers. The IRC has to draw more teachers into its activity, and get them involved with in-service training courses. IRC's

staff, Ministry of Education, teachers' training institutions, the Universities Departments of Education and the Educational Research Center--University of Baghdad--could all make a contribution in terms of their specialized knowledge of curriculum and classroom needs and human problems.

11. One teacher from each school, who will be trained in the use of instructional materials and operating the equipment, should serve as coordinator between his school and the local IRC. He would be responsible for instructing the teachers and students in his school in the use of instructional materials. The teacher coordinators would help facilitate the acquisition of instructional materials and equipment.

These primary guidelines for Instructional Resource Centers in Iraq seem quite suitable as a basis and theoretical frame of reference for the Iraqi educational system.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE
INSTRUCTIONAL RESOURCE CENTERS IN IRAQ
GENERAL INFORMATION

Dear Sir:

The purpose of this study is to develop a model for Iraqi Instructional Resource Centers. The enclosed questionnaire was designed to help the directors create better educational opportunities. Upon completion of this study, I hope to supply you with pertinent information which might be beneficial to your operation.

The main objective for any instructional resource center is to be flexible enough to adapt to anticipate changes in technology, curriculum, instructional aims, and staff composition.

The investigator does not mean to evaluate the director's performance or the center's achievement, but just to know general ideas about the centers to develop a model for them; to enhance the directors to assign the priorities for better educational programs throughout the Iraqi educational system. I assure you of complete confidentiality.

Please notice the following points before answering the questions:

1. Please answer all the questions by identifying check (x) by using a pencil so that you can easily change any answer you may want to.
2. Your answers should only reflect your present understanding of the center's services, resources, equipment, etc., not what should be in the future.
3. YES answer means that you have to continue on to the next following questions.
4. There are no right or wrong answers. Feel free to consult your files, documents, and official letters when you respond to the questions.

Thank you for your assistance and cooperation.

Saadi Lafta Mossa
Ph.D. Candidate
Michigan State University
College of Education
May 1979

I. ADMINISTRATION

1. Name of the Center:

City

Province:

2. In what year was your Center founded? _____

3. What is your sex? Male _____ Female _____

4. What is your age? _____

5. Indicate your highest degree:

a. Ph.D. _____ b. Ed.D. _____ c. M.A. _____

d. Teaching Diploma _____ e. Other _____

6. Indicate the number of years in:

a. Teaching _____ years b. Administration _____ years

c. Other _____ years

7. Indicate the subjects you taught, year, grade, and level.

<u>Subject</u>	<u>No. of Years</u>	<u>Grade</u>	<u>Level</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Have you published any writings? Yes _____ No _____

9. Indicate your publications and mention how many of each you published and specify the area such as: Education, Psychology, Media, Administration, Academic:

<u>Publication</u>	<u>How Many</u>	<u>Area</u>
a. Articles _____	_____	_____
b. Short Stories _____	_____	_____

<u>Publication</u>	<u>How Many</u>	<u>Area</u>
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c. Technical Reports _____

Nonprint Media

d. Pictures _____

e. Filmstrip _____

f. Slides _____

g. Videotape _____

h. Workbooks _____

i. Textbooks _____

j. Manual _____

k. Others (please Specify) _____

10. Do you need additional education or training to feel more qualified in your present job? Yes ____ No ____

11. If yes, what areas would you like to study?

12. Did you participate in any kind of art fair?

Yes ____ No ____

13. What are your hobbies? _____

14. What teaching do you do in the center or in the Community, and who do you teach?

Kind of Teaching

Learners

15. Did you attend any media conferences in the last four years? Yes ____ No ____

If yes, please specify:

<u>Conference Name</u>	<u>Place</u>	<u>Date</u>
------------------------	--------------	-------------

_____	_____	_____
_____	_____	_____

16. Do you usually visit the teachers in schools to know their needs for instructional materials?

Yes ____ No ____

17. How many visitations did you make in the last academic year according to:

<u>No. of Schools</u>	<u>No. of Administrators</u>	<u>No. of Teachers</u>
-----------------------	------------------------------	------------------------

_____	_____	_____
_____	_____	_____

18. What kind of techniques do you use to stimulate the teachers, students, and the citizens to visit your center?

II. PERSONNEL

The IRC permanent staff (please put a note when the staff member is part time job).

*Qualified means if the staff member is competent for his/her job, he is doing well, and hard worker.

<u>Degree</u>	<u>No. Yrs. Teaching</u>	<u>No. Yrs. in IRC</u>	<u>Qualified</u>	<u>Not Qualified</u>
1. Media Specialist				
a.				
b.				
2. Media Technician				
a.				
b.				
3. Media Consultant				
a.				
b.				
4. Media Aide				
a.				
b.				
5. Graphic production				
a.				
b.				
6. Photographer				
a.				
b.				
7. Silk Screen Printer				
a.				
b.				
8. Equipment operator and Maintenance				
a.				
b.				

<u>Degree</u>	No. Yrs. Teaching	No. Yrs. <u>in IRC</u>	<u>Qualified</u>	Not <u>Qualified</u>
9. Librarian				
a.				
b.				
10. Secretary				
a.				
b.				
11. Clerk				
a.				
b.				
12. Janitor				
a.				
b.				
13. Others				

III. BUILDING

1. Government building ____ Rental building ____
Other (please specify) _____
2. New building ____ Old building ____
3. How many square meters are in the Center _____
4. How many rooms are in the Center? _____
5. Is the Center air-conditioned? Yes ____ No ____
6. Is the Center in the geographical area of the school?
Yes ____ No ____
7. Check the facilities below available in your IRC and
put the size beside the available item.

	<u>Yes</u>	<u>Sq. Meter</u>
7.1 Director Office	_____	_____
7.2 Secretary Office	_____	_____
7.3 Staff room	_____	_____
7.4 Lobby	_____	_____
7.5 Conference room	_____	_____
7.6 Work room	_____	_____
7.7 Preview Room	_____	_____
7.8 Photo room (dark room)	_____	_____
7.9 Map room	_____	_____
7.10 Copy room	_____	_____
7.11 Teacher library profes- sional room	_____	_____
7.12 Library audio room		
7.13 Film storage	_____	_____
7.14 Equipment storage	_____	_____

	<u>Yes</u>	<u>Sq. Meter</u>
7.15 Supplies storage	_____	_____
7.16 Staff lounge	_____	_____
7.17 Clerk's room	_____	_____
7.18 Audio production lab	_____	_____
7.19 Graphics production lab	_____	_____
7.20 Audio production room	_____	_____
7.21 Reading area sound	_____	_____
7.22 Film production studio	_____	_____
7.23 Film editing studio	_____	_____
7.24 Viewing area	_____	_____
7.25 Listening area	_____	_____
7.26 Reading area	_____	_____
7.27 Display production workshop	_____	_____
7.28 Teacher's studies	_____	_____
7.29 Shipping and Receiving Area	_____	_____
7.30 Parking lot	_____	_____
7.31 Other	_____	_____

IV. FACILITIES

Check the facilities available in your IRC, and put the number beside the available item.

<u>ITEM</u>	<u>Available</u>	<u>No.</u>
1. Chairs	_____	_____
2. Tables	_____	_____
3. Student desk	_____	_____
4. Carrel	_____	_____
5. Book return drop	_____	_____
6. Atlas and dictionary stands	_____	_____
7. Vertical files	_____	_____
8. Blackboard	_____	_____
9. Bulletin Board	_____	_____
10. Repair bench	_____	_____
11. Projection table	_____	_____
12. Work table	_____	_____
13. Conference table	_____	_____
14. Projection screen	_____	_____
15. Pencil sharpener	_____	_____
16. Sample free book rack	_____	_____
17. Library Shelves	_____	_____
18. Magazine racks	_____	_____
19. Newspaper racks	_____	_____
20. Film shelves	_____	_____
21. Slide Cabinets	_____	_____
22. Card Catalog Cabinets	_____	_____

<u>Item</u>	<u>Available</u>	<u>No.</u>
23. Filmstrips Cabinet	_____	_____
24. Tape recording cabinet	_____	_____
25. Paper cutter	_____	_____
26. Display Cases	_____	_____
27. Storage Cabinet for Exhibits and Collections	_____	_____
28. Drawer file for storing charts	_____	_____
29. Drawer file for storing maps and other flat materials	_____	_____
30. Storage Cabinet for filing of study print sets	_____	_____
31. Projector stand	_____	_____
32. Phonograph negative file	_____	_____
33. Audio Cassette file	_____	_____
34. Photo Copy Facility	_____	_____
35. Slide duplication facility	_____	_____
36. Filmstrips file	_____	_____

V. RESOURCES

a. Material Resources

Check the resources below available in your IRC.

<u>ITEM</u>	<u>For the Center Use</u>	<u>For Any User</u>
<u>Books</u>		
1. Current textbooks	_____	_____
2. Reference books	_____	_____
3. Curriculum Guides	_____	_____
4. Large print	_____	_____
5. Talking books	_____	_____
<u>Periodicals</u>		
6. General	_____	_____
7. Encyclopedias	_____	_____
8. Dictionaries	_____	_____
9. Professional	_____	_____
<u>Newspapers</u>		
10. Children	_____	_____
11. Adult	_____	_____
<u>Magazines</u>		
12. Commercial	_____	_____
13. Political	_____	_____
14. Children	_____	_____
15. Professional	_____	_____
<u>Pamphlets</u>		
16. Elementary	_____	_____
17. High school	_____	_____

<u>ITEM</u>	<u>For the Center Use</u>	<u>For Any User</u>
18. Adult	_____	_____
<u>Globes</u>		
19. Political globes	_____	_____
20. Physical- political globes	_____	_____
21. Slated-outline globes	_____	_____
<u>Maps</u>		
22. Elementary	_____	_____
23. High school	_____	_____
24. College	_____	_____
<u>Photographs</u>		
25. Elementary	_____	_____
26. High school	_____	_____
27. College	_____	_____
<u>Filmstrips</u>		
28. Silent	_____	_____
29. Sound	_____	_____
<u>Films</u>		
30. 8mm films	_____	_____
31. 16mm films	_____	_____
<u>Audio Recording</u>		
32. Reel-to-reel	_____	_____
33. Cassette	_____	_____
34. Phonograph	_____	_____

<u>ITEM</u>	<u>For the Center Use</u>	<u>For Any Use</u>
<u>Slides</u>		
35. Silent	_____	_____
36. Sound	_____	_____
<u>Graphic</u>		
37. Posters	_____	_____
38. Art prints	_____	_____
<u>Micro Forms</u>		
39. Microfilm	_____	_____
40. Microfiche	_____	_____
41. Transparencies	_____	_____
42. Professional Collection	_____	_____
43. Models	_____	_____
44. Programmed Materials	_____	_____
45. Educational games	_____	_____

b. Equipment Resources

Check the equipment resources below available in your IRC, and put the number beside the available item.

<u>ITEM</u>	<u>No.</u>	<u>For Center Use</u>	<u>For any User</u>
1. 8mm projector silent	_____	_____	_____
2. 8mm projector sound	_____	_____	_____
3. 16mm sound projector	_____	_____	_____
4. 2 x 2 slide projector	_____	_____	_____
5. Filmstrip or sound projector	_____	_____	_____
6. Filmstrip--slide projector	_____	_____	_____
7. 10 x 10 overhead projector	_____	_____	_____
8. Opaque projector	_____	_____	_____
9. Micro projector	_____	_____	_____
10. 2 x 2 slide viewer	_____	_____	_____
11. Filmstrip viewer	_____	_____	_____
12. Micro-reader	_____	_____	_____
13. Audio tape recorder	_____	_____	_____
14. Portable videotape recorder	_____	_____	_____
15. Record player	_____	_____	_____
16. Television receiver	_____	_____	_____
17. Radio	_____	_____	_____
18. Projection screen	_____	_____	_____
19. Single Lens Camera 35mm	_____	_____	_____

<u>ITEM</u>	<u>No.</u>	<u>For Center Use</u>	<u>For any User</u>
20. Photo Flood Lights	_____	_____	_____
21. Motion Picture 16mm camera	_____	_____	_____
22. Copying Machine	_____	_____	_____
23. Duplicating Machine	_____	_____	_____
24. Typewriter	_____	_____	_____
25. Headphones	_____	_____	_____
26. Graphics Kit	_____	_____	_____
27. Free Handwriting kit	_____	_____	_____
28. Puppet kit	_____	_____	_____
29. Other (Please Specify)	_____	_____	_____

VI. SUPPLIES

Check the supplies below available in your IRC.

1. Different kind of papers _____
2. Color Carton _____
3. Index Cards _____
4. File Folders _____
5. Bond _____
6. Color film 35mm _____
7. Black & White Film
35mm _____
8. Lettering materials _____
9. Tape Recorder _____
10. Transparency materials _____
11. Dry Mount Tissue _____
12. Stationary for the
Staff Requests _____

VII. SERVICES

1. This Center gives help and advice mostly to:
 - a. Teachers ____ b. Students ____ c. Citizens ____
2. The role of your Center is:
 - a. Developing the curriculum ____
 - b. Serving the citizens ____
 - c. To display Community Art work ____
 - d. Serve as a loan library ____
 - e. Not defined ____
3. What do you think your Center is primarily, a "storage" or "service" instructional resource center?
 - a. As storage ____ b. As Service Center ____
 - c. No idea ____ d. Other ____
4. How many schools, students, and teachers does your Center serve. (Please list the total number on each school level.)

Level	Total Number of		
	Schools	Students	Teachers
Kindergarten			
Elementary			
Secondary			
Professional			
College			
TOTAL			

5. Does your IRC offer assistance to the student teachers? Yes ____ No ____

6. Does your IRC offer courses to the in-service teachers? Yes ____ No ____
7. How many courses does it offer yearly? _____
8. Does your IRC offer courses to the pre-service teachers? Yes ____ No ____
9. Do students and their teachers visit your IRC? Yes ____ No ____
10. Does your IRC provide a professional library collection for teachers? Yes ____ No ____
11. Are teachers permitted to use the instructional kits in your IRC? Yes ____ No ____
12. Does your IRC staff provide information on available in-service workshops? Yes ____ No ____
13. Does your IRC staff provide information on available professional activities for teachers? Yes ____ No ____
14. Does your IRC provide a special program or displays for citizens? Yes ____ No ____
15. Does your IRC staff give talks to youth groups and clubs on appropriate materials and services? Yes ____ No ____
16. Does your IRC provide a formal orientation program at the beginning of the academic year? Yes ____ No ____
17. Does your IRC staff work with the PTA? Yes ____ No ____

If Yes, what Kind?

- a. slide show ____ b. play ____ c. speech ____
- d. Film show ____ e. Other _____

VIII. OPERATING

1. What percent of your media equipment is usually being repaired? _____
2. If your media equipment breaks down, is it repaired promptly? Yes ____ No ____
3. Do you have capable and pleasant staff? Yes ____ No ____
4. Do you cooperate with the school's libraries? Yes ____ No ____
5. Do you cooperate with the public's libraries? Yes ____ No ____
6. Do you cooperate with the museums? Yes ____ No ____
7. Do your IRC staff write textbooks? Yes ____ No ____
8. Does your IRC maintain a file or catalog of its collections? Yes ____ No ____
9. Does your IRC produce any kind of instructional materials? Yes ____ No ____

If Yes, please list them below:

10. Who determines what instructional materials are produced? (Please specify)

11. Does your IRC publish: a. Newsletter ____
b. Newspaper ____ c. Reviews ____
d. Film programme ____
12. Does your IRC prepare bibliographies for subjects that appear regularly in the school curriculum (e.g., know your nation, the Arabic Language)
Yes ____ No ____

13. Do you think students in your province are learning in the IRC than they do in their traditional classroom? Yes ____ No ____

14. Is there any coordination between your IRC and other media centers? Yes ____ No ____

If Yes,

a. Inside the Country ____

b. Between Arab States ____

c. Between foreign centers ____

15. Has your IRC been evaluated? Yes ____ No ____

If yes, what are their suggestions to improve your IRC? (Please specify)

IX. BUDGETING AND FINANCE

Please, if you do not know the real cost, put
an approximate cost.

	Cost in I.D.
1. Director Salary (per month)	_____
2. Staff Salaries (per month)	_____
3. Other workers (per month)	_____
4. Equipment (minus 5% from the total cost per year).	_____
5. Furniture (minus 10% from the total cost per year)	_____
6. Materials (collections	_____
7. Supplies	_____
8. Building rent (per year	_____
Electricity (per month)	_____
Water Supply (per month)	_____
9. In-Service Training Cost (per course)	_____
10. Consulting Services (average yearly)	_____
11. Maintenance (per year)	_____
12. Miscellaneous (per month)	_____
Total	_____

*I.D. = Iraqi Dinar I.D. = \$3.377

X. PROBLEMS AND SOLUTIONS

1. What kind of problems does your center face?
(Please specify them below)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What kind of solutions did you make for each
of the problems above?

(Please write them in order according to the
number of problems.)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

APPENDIX B

AUTHORIZATION LETTER TO ENTER

IRAQI IRCs

بسم الله الرحمن الرحيم

الجمهورية العراقية

وزارة التربية

المديرية العامة للمناهج والوسائل التعليمية

الوسائل التعليمية

العدد / ٢٩٧٧

التاريخ / ١٩٧١ / ٥ / ٨

الى / مركز الوسائل التعليمية في المديرية العامة للتربية في محافظة التاميم

ميسان ، البصرة ، نينوى ، النجف ، بابل ، بغداد
- الكرخ ، بغداد - الجاف -

الموضوع - استبيان

يرجى ابداء المساعدة لطالب السبب الدكتور السيد سعدى لفته موسى عند زيارته

مركز الوسائل التعليمية في محافظتكم وتنزود بالمعلومات المطلوبة

في الاستبيان المرفق طيا مع التقدير

المرفقات

استبيان

الدكتور عبد الجبار توفيق

المدير العام وكالة

نسخه منه الى -

المديرية العامة للمناهج والوسائل التعليمية

مديريه الوسائل التعليمية

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