From a recent email from the American Association of American publishers comes the following:

"With the passage of the No Child Left Behind Act (NCLB), there are now three criteria that educational materials must meet: scientifically based research, state/district curriculum standards, and, perhaps the most influential, public opinion."

Below are some quotes/excerpts that may help to support research-based requirements. Weston Woods is trying to get or has copies of the full report for further reference.

The use of multimedia and technology in the classroom increases student attention. Note the immersion of today's students in television, and it is easily seen that concrete visual images exercise a powerful influence on learning. Herron, C.A., Cole, S.P., & Corrie, C (1999) The effectiveness of a video-based curriculum in teaching culture THE MODERN LANGUAGE JOURNAL, 83, 518-533

In teachers interviewed and surveyed, they indicated that they believe technology in the classroom provides an especially useful tool for students with learning and attention problems, because it can present large amounts of information quickly and in an interesting manner. Ertmer, P.A., Addison, P., & Lane, M. (1999) Examining teacher's beliefs about the role of technology in the elementary classroom JOURNAL OF RESEARCH ON COMPUTING IN EDUCATION, 32 54-72

Technology has the advantage of reaching students with different learning styles and incorporating visual and audio elements. Cohen, V.L. (1997) Learning styles in a technology rich environment. JOURNAL OF RESEARCH ON COMPUTING IN EDUCATION, 29, 338-350.

In studies conducted, teachers believed that their students had increased receptivity, interest, alertness, attentiveness, and curiosity during multimedia presentations compared with instructor lectures alone. Video brings a feeling and an understanding of the world into the more restricted setting of a traditional class served as to the primary justification for this belief. Teachers studied believed this increased attention lead to increased retention and motivation, all of which ultimately led to better learning and improvement in student grades. Leham & Brickner (1996) Teacher's uses and perceptions of interactive videodiscs in the science classroom THE JOURNAL OF COMPUTERS IN MATHEMATICS AND SCIENCE TEACHING, 15, 85-102 and Wise, M., & Groo, F.M. (1996) The effects of enriching classroom learning with the systematic employment of multimedia. EDUCATION, 177, 61-69

The use of multimedia and technology in the classroom leads to more knowledgeable and better teachers. In the article cited here, it was explicitly noted that multimedia and technology use in the classroom allows teachers to complement their teaching styles and to explore alternative approaches to schooling. Write, M. & Custer, R. (1998) Why the enjoy teaching: The motivation of outstanding technology teachers. JOURNAL OF TECHNOLOGY EDUCATION, 9, 60-77

The use of multimedia and technology in the classroom changes the quantity and quality of student-teacher interaction by increasing these interactions as well as developing a more fluid student-teacher exchange of information.
Cohen, V.L. (1997) Learning styles in a technology-rich environment. JOURNAL OF RESEARCH ON COMPUTING IN EDUCATION, 29, 338-350.

In a research based study, students were examined for the effects of a video-based second-language program to teach culture to students enrolled in French courses. Results revealed statistically significant improvements in participants' overall cultural knowledge after exposure to videos. Herron, C.A., Cole, S.P., & Corrie, C. (1999) The effectiveness of a video-based curriculum in teaching culture THE MODERN LANGUAGE JOURNAL, 83, 518-533

Children who watched informative and educational programs designed for child audiences gained more vocabulary in two years than children who rarely watched such programs. TOPEKA HOME VIEWING STUDY UNIVERSITY OF TEXAS AT AUSTIN

For very young children, viewing informative programming designed for children was associated with subsequent letter-word skills, number skills, receptive vocabulary, and school readiness. Individual differences in these skills were fairly stable through the preschool years, suggesting that early effects of viewing can be lasting. THE EARLY WINDOW PROJECT

Studies have shown that children who watch carefully constructed educational programs that are aimed at their age level (such as Sesame Street) do better on pre-reading skills (at age 5) than children who watched infrequently or not at all. MACBETH, 1996, WRIGHT, ET AL. 2001

In a long-term study of high schoolers, researchers found that viewing educational television programs as pre-schoolers was associated with higher grades, more reading, less aggression and more value placed on academics when those children reached high school. ANDERSON, ET AL., 2001

In terms of media comparisons, there is evidence that children more easily understand information conveyed by television than by print (bentjes & van der Voort, 1991; Meringoff, 1980) Handbook of Children's Media, Dorothy G. Singer and Jerome L. Singer, ©2001 by Sage Publications, Inc.

Complementarity of Reading and Television: …there are synergetic effects from reading and viewing that may serve to multiply the positive outcomes of each medium. She (Neuman) cites research and anecdotes illustrating that watching a TV version of a popular children's story can elicit questions about characters, the narrative, an even a desire to return to the printed story. Educators have long observed that the presentation of a story on television causes curiosity about and demand for a book. Handbook of Children's Media, Dorothy G. Singer and Jerome L. Singer, ©2001 by Sage Publications, Inc.

We now understand that the viewer not only actively participates in the viewing process but may attend to a program designed to hold her attention and elicit her highest potential of cognitive processing. Handbook of Children's Media, Dorothy G. Singer and Jerome L. Singer, ©2001 by Sage Publications, Inc.

…opportunity can be maximized and risk factors minimized by choosing for their children's earliest diets only the very best of programming made to serve the informational and educational needs of children. We owe them no less. Handbook of Children's Media, Dorothy G. Singer and Jerome L. Singer, ©2001 by Sage Publications, Inc.

According to the stimulation hypothesis, television enriches the store of ideas from which children can draw when engaged in imaginative play or creative tasks. Adherents of the stimulation hypotheses argue that television characters and events are picked up, transformed,

and incorporated in children's play and products of creativity and that, as a result, the quality or quantity of their play and creative products is improved. Handbook of Children's Media, Dorothy G. Singer and Jerome L. Singer, ©2001 by Sage Publications, Inc.

Although some of these articles/studies refer to 'technology' as opposed to just video, all of them use the terms interchangeably and refer to technology as a multimedia approach - with video and audio combined and in some cases interactivity thrown in. Therefore I believe the conclusions and opinions arrived at are supportive of use of our audiovisual formats.

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Weston Woods/Scholastic

Please Weston Woods Studios at 203.845.0197 for further information.