



1) Interdisciplinary Tool

In the degree that video joins reading, speaking, listening and writing as an integral part of the Communication Arts, it can become a constant presence in any teaching situation. Because video is a tool for gathering, processing, and presenting information, it can be placed within any of the traditional curricula. But more, it can fuse what are implicitly presented to kids as distinct and unrelated fields of knowledge. Projects can be designed that use video to wed, say, athletic programs and the English class or political campaigns to social studies or science field trips to journalism classes.

2) Intra School Information Systems

Parents, teachers, students and administrators need to stay in touch with each other. Either used alone or programmed into existing closed-circuit systems, video can serve the needs of a school's community to keep itself informed. We tend to forget sometimes video's capabilities to store and re-cycle information.

3) A Mirror for Self-Realization

Video is a therapeutic tool. It has important uses in helping individuals or groups gain more objective access to their own behavior and feelings. Video tools have important applications in areas of student counselling and in on-going teacher development. The ability of videotape to capture learning interaction is such that it will be necessary for many teachers to develop completely new skills in effectively utilizing this dimension of video.

4) Access to Community Resources

With video the real (reel) world can enter the classroom. Making tapes necessarily turns kids to resources and issues beyond the school's walls. Consider cable television. Our inherited notions about schools and education will be broken to pieces when cable head-ends become located in institutions of learning. Not only will kids have real audiences, but they will also have real services to pro-

vide various community groups as they enter the school to do their own programming.

Video is far more than a new configuration of basic skills, a new subject to be squeezed into the school's curriculum. It is a communications medium, a cybernetic information system with potentials for re-shaping both the structure of teaching and the structure of schooling. People who use video with kids ought to consider the medium's potential to interface all segments of the learning environment - subjects, institutions, and people.

AN INDICTMENT AND A MODEL

Frameworks and diagrams are a little cold. I want to balance them with something more personal. The concern here remains that of structure. But by laying down some indictments and then by describing how I think video should be taught, I hope to express more personally how I feel about all this.

Some Personal Observations About the Way Things Get Taught

Almost all of what passes for learning in our schools and universities has four basic components: the subject area, the space/schedule, the student, and the teacher. Interacting, these elements prescribe the ground of what is to be learned and they define the processes by which learning will take place.

My own experiences as teacher and student convince me that, by and large, those who teach have thought very little about the nature of learning or the implicit statements about knowledge-getting that reside within the curricula that are offered for study. The emphasis always appears to be placed on the "subject" and course content. At the same time, my own work in media constantly supports that proposition that how we learn is, in fact, what we learn.

Subject Area

Every teacher is forced to teach in a specific area. It would be impossible not to do this. Yet too often in making the necessary decisions about the subject we will teach, we carelessly adopt paradigms that were developed for other fields of knowledge and developed at a time when both the nature of knowledge and the needs of learners was different than they are today. Continuing specialization is part of the problem. The more we know of a thing, the less we teach of its whole. Interdisciplinary approaches are rare. Thus we leave it to the bright student to perceive not only the way that our own field fits together but the manner that all fields interweave their concerns in all ways and always. I observe that in teaching media we almost invariably disconnect making things from studying things. There are some reasons for this but none of them are congruent with the nature of the field.