

readings, etc.) In other activities, students might be required to teach each other. Sometimes they would be required to take on problems without any guidance. In all formal courses, students would be urged to reflect upon the variety of ways in which they were being asked to learn.

Such formal offerings would provide students with a highly structured and tightly focused field to learn about. The pace and content would be pretty much controlled by the teacher. Informal courses, required readings, viewings, discussions, field-trips, production projects and presentations by guests would seek to insure that kids perceive the field of video and television in its broadest sense.

Interdisciplinary Video Studies

A video teacher would carry less than the full academic load in order to work with others on the faculty in developing cross-disciplinary projects. Teaching units that involve broadcasting analysis and VTR production could be scheduled for "American History" and "Urban Studies" classes. Elsewhere in the school's curriculum, video would be incorporated within theater, dance and writing courses.

In order to insure that the interdisciplinary work have an impact upon both school and community, a special interdisciplinary course would be offered. Here small groups of kids with production competence in video would use their skills in seeking to effect specific change within the school or larger community. Although video would be extensively used within this course. The real subject matter would be determined by the students. The only requirements placed on each of the small video task forces would be that it research its problem, develop a strategy for change, produce a video-based statement, present this message to a targeted audience and evaluate the message-success in terms of goal. It would be through this "process" rather than a prescribed "content" that this course would define itself. An interdisciplinary focus would be achieved, of course, regardless of what specific "problem" students choose.

Informal and Independent Video Studies

Finally, an integrated video curriculum should lay great stress on creating opportunities (and tolerances) for "other" contexts through which to teach and learn about television.

The teacher would try to establish work-study or apprentice-type situations where individual kids would work on video related projects. Perhaps, for example, kids would spend time at a local broadcast or cable station. Or they might use skills they had developed (and the school's equipment if necessary) in providing video expertise to groups outside the school. Or some kids could teach video within nearby elementary schools.

Open workshops and free access to hardware would

be available for any student who wanted to try something with videotape. The teacher's goal in such an open context would be to accommodate each individual's rate, level, purpose and style of learning - even when the teacher could foresee failure on various terms. Indeed, failures would be common. A specific concern in creating informal workshop environments would be to help students gain the confidence to experiment freely and for its own sake instead of constantly seeking a "successful" product and a teacher's sanction.

A Summary

Education is an art. It takes its form from the delicate and shifting engagement between those who are learning, those who are teaching, the environment of that learning and the subject matter through which and for which the meeting takes place. Because teaching is an art, because video is an art too, there is very, very little that can be said in a general way about any specific component of the exchange. Similarly, there is very little that can be assumed or left unstudied.

It is not the purpose of either the two frameworks or this model to provide formulas for working with video and kids. I believe there are no prescriptions to be handed down about what constitutes a good teacher, or learner, or source, or curriculum. Rather, the purpose of this article is to open-up options, to encourage diversity, to help in considering all possibilities and dangers. And to show how these are interrelated completely.



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