

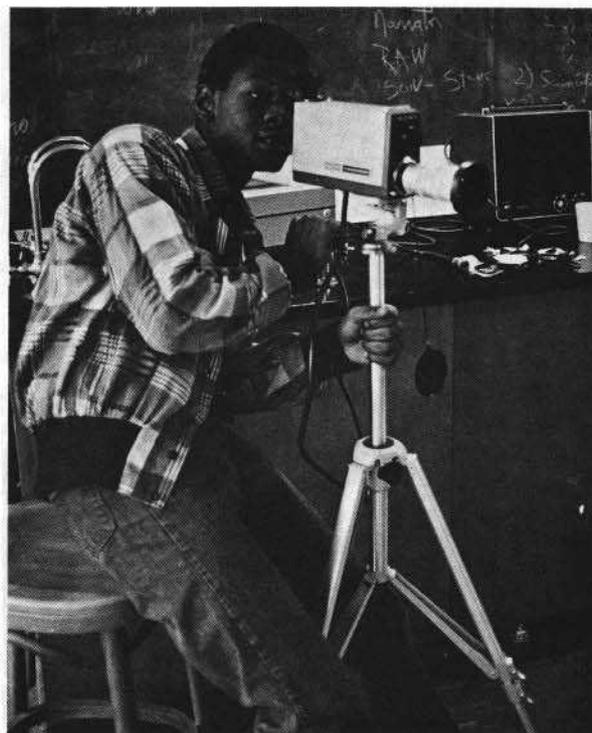
Therapy

It is hard to distinguish between the educational and therapeutic value of videotape, particularly in a Holy Cross classroom. However, the value of videotape, in a strictly therapeutic sense is easy to see in both individual and group therapy sessions. The therapist or group leader can play back a recorded session and stop the action at important points for illustration or discussion.

This past summer I was involved in an experimental group designed to orient new kids to the program. The staff psychiatrist, the head of Social Services and I acted as group leaders and tried to get the kids to examine their own behavior and the circumstances which brought them to Holy Cross. The technique was videotape recording. They acted out situations they share in common - from encounters with the courts to family scenes. This "psychodrama" was then played back, frozen at various points and discussed, focusing on the relationship a particular role has had on the life of the participant. For example, if someone is to play a parole officer in a courtroom scene or a grandmother in a family scene, he must begin to understand the perspective of that person. When a kid begins to do this, he begins to examine his own role in the proper perspective. And it becomes easier for him to understand how his behavior resulted in his present placement.

Staff Training

For any staff member who deals directly with kids, supervised role-play followed by group discussion is valuable training. A teachers' workshop can choose common problem situations to role-play and record. On playback the group can decide on the best technique for handling a classroom fight, for example. The role-playing participant will adapt these techniques to his own personality, thereby helping him be more effective in his job



Bruce Cost

and establishing a more consistent approach to dealing with the kids. Sessions such as these allow the staff participants to support each other as well as share experiences and ideas. And it is valuable to break roles and look at situations from a different vantage point.

Videotape is having an impact on the program at Holy Cross which I hope is indicated in this much abridged look at our use of this tool. It seems to be one of the few known quantities that positively affects the adolescent population we deal with, in both a behavioral and educational sense. Videotape seems to have been specifically designed for use in our environment.

A New Approach in Higher Education

JANE GARMEY and JEFF BUSH

The Thematic Studies Program (TSP) was started at the John Jay College of Criminal Justice (CUNY) in September 1972, with the help of a grant from the National Endowment for the Humanities. The program is designed to make college learning a more personal, relevant and immediate experience for the student, who instead of taking a number of unrelated courses, concentrates on a specific theme and during the course of the school year discovers how a number of different disciplines contribute to an understanding of this theme. One of the program's assumptions is that learning goes on in many

ways both inside and outside the classroom, through large group meetings, small seminars, independent research, field trips and learning based in the community. Students are also given the opportunity to design and carry out individual projects which range tremendously in scope and design.

From the beginning, the use of video has been seen as an important part of TSP and we have struggled to come to grips with the problem of how to use it effectively and how to best integrate it into the



Jane Hoffer

structure of the program. We knew our purpose was not to train a few students to be media experts but rather to make video accessible to a large number of students and let them become familiar with its possibilities, so that they could use it creatively both in and out of the classroom.

Open Video Workshop

One fact that has gradually emerged is that there is not as much to teach about video as there is to learn. Or to put it another way, learning for the most part is a self-discovering process. On the basis of this we have evolved an open learning situation, known as the Video Workshop. This is held twice a week for both day and night students.

The Workshop is open to all 250 students in TSP. There are no rules about attendance, and no signing up in advance – you just come if you want to, and you work at your own pace. The workshop sessions are held in a multi-purpose studio, which also serves as a rather makeshift student lounge and activity center. Some students attend the workshop because they want to use video in their projects, others have no such plans but just want to see how it works, and some are drawn to it simply because they may have been meeting a friend in the lounge while the workshop was in progress. Equipment can be taken out for weekends and is returned for the workshop sessions.

In addition to giving students a chance to shoot, edit, mix, experiment, playback and trip over wires, the workshop provides a forum for exchanging ideas, developing project plans, getting critical input, and obtaining audience reaction to tapes.

Students have used video for a wide variety of projects, ranging from psychodrama to studies of different problems and issues within the city. Having a variety of video equipment has also attracted a lot of interesting people, who either want to see our tapes, show theirs, or use some of our equipment. Setting up informal reciprocal relationships with groups interested in video is something that is starting to happen. Arrangements with neighborhood schools, professional acting troupes, and other institutions engaged in higher education have given our students an opportunity to broaden the scope of their experience.

There's still a lot of work to be done, in overcoming a deep-seated resistance to hardware that seems to exist within many students and faculty members. There is still a lot of learning for us all to do, but with video that seems to be the name of the game.

Student-Centered ETV Broadcasting

ELLEN MILES

It's fortunate that there are many opportunities today for students to actually use videotape and learn about its possibilities. It's unfortunate that most of these experiences have been limited by the fact that when a tape is completed, there is no broadcast possibility.

That's changing! At WNVT - Channel 53, students in the Northern Virginia School Systems are being given the opportunity to produce their own television programs. The twenty minute shows will be aired several times each week during school program hours. A total of 24 productions are being fi-

nanced through the cooperative efforts of the nine participating school districts.

The participants for these programs are from 7th to 12th grade classes. Their objective is to appeal to a 5th - 8th grade language arts audience. A broad spectrum of topics are being considered for the programs. Some possible topics coming up are: ESP—Powers of the Mind as Communication; Non-Verbal Communication or Body Language; and two shows back to back on how to produce a one act play and, following it, a student produced one act play.