

sions on any conflict of topics, evaluation, procedures, publicity, and any other questions that arise. This group meets regularly and gets the chance to bring up feelings, suggestions, and questions which have emerged from the group they represent. Since we're dealing with six groups and many team members, this representative committee has been very effective in keeping information channels open. For example, at the most recent meeting the need for a big publicity campaign was discussed and we are all proceeding with the suggestions and ideas brought up.

Financially, we're running on a VERY tight budget. Film is out! There are simply no funds for equipment or processing. Many of the schools do have portapak equipment that they can use for on

location inserts.

The main thing we are encouraging is creativity - figuring out ways to get the effect without fantastic technical capabilities. The three teams we've seen so far are exceeding our expectations. When I asked one group about their scenery needs they told me that they felt if their show was good enough, it would speak for itself. FANTASTIC! With attitudes like that, we feel the series can't miss. Speaking for Duffy and myself, the opportunity to work on this project becomes more and more meaningful every day. Perhaps other groups will look to Northern Virginia as an example where audiences are getting the chance to determine and create their own viewing preferences.

Video for Migrant Children

DAVID JONASSEN

The nomadic tribes of migrants that stream into New Jersey annually are deprived - educationally, socially, and even physically. The most disenfranchised group of people in our nation, the migrant parent faces exploitation, the child, discrimination. Family incomes are often less than welfare provides, and the future is sadly predictable. The children, when located, normally attend antiquated rural schools, only to be ostracized and placed in the back of the room with a package of crayons or a book they cannot read.

In order to provide a meaningful educational program for the migrant child, the New Jersey Office of Migrant Education, Division of Curriculum and Instruction, operating on ESEA Title I funds, has developed Pilot V. Using public and commercial broadcast television and closed circuit classroom video, Pilot V undertakes the task of educating migrant children in the basic communication/language arts and math skills through professionally developed curricula tapes. This program also aims at enlightening the public about the plight of the migrant worker through programming via commercial and/or public broadcast stations. Because self-image enhancement is accepted as a necessary precursor to skill development by Pilot V, classroom video productions and exercises comprise the third video approach used in the project.

Televised Curriculum and Classroom Feedback

The primary goal of Pilot V is curriculum development and production of educational materials (with color video tape lessons as a base) to instruct migrant children in the rudimentary reading and math skills. These tapes are designed to supplement

regular classroom instruction and they are employed at the discretion of the teacher. The first series of bi-lingual tapes on beginning consonant sounds is nearing completion. A subsequent series on elementary math concepts is ready for production.

These tapes are the culmination of a curriculum effort conducted by a team, comprised of teachers hired from migrant communities and a director, that was conceived by a comprehensive needs assessment. The specific needs of migrant children are translated into lesson plans and objectives, scripted by professional writers and produced in an in-house production studio on 1-inch color VTR's. After editing, the tapes are transferred to ½ inch tape and distributed, along with teacher's guides and supportive media materials developed by the curriculum team, to the six participating school districts. The lessons are conducted on an individual or small-group basis by district teachers, supervised by the Pilot V teacher from the curriculum staff.

Each school is equipped with a color monitor and ½ inch VTR with a black and white camera. This camera provides the basis for the video feedback stage where peer-production occurs. The students are engaged in video activities designed to ameliorate the deficient self-concept of the migrant child. Implicit in this phase of the program is the belief that through confronting one's self in the monitor during classroom video productions and activities, the child is capable of developing an objective, unclouded self-image which can then be applied to developing the necessary educational skills.

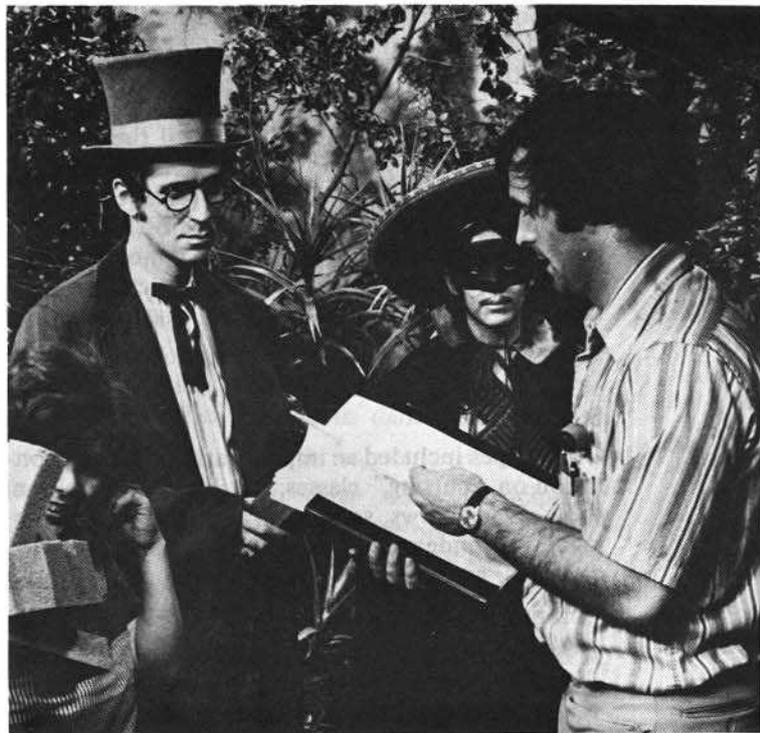
Organization and Funding

Funds to conduct the Pilot V project filter down from the Division of Compensatory Education of the Office of Education through New Jersey Department of Education, Division of Curriculum of Instruction, to the New Jersey Office of Migrant Education and finally to Pilot V through its local Education Agency.

The project employs a curriculum staff consisting of a director and two special assistants along with teachers who have been working with migrant students. The production and administrative staff consist of a television producer/director, an industry/media coordinator, an educational media specialist, an administrative liaison officer and a project director. It is the goal of the entire staff to develop the most effective, meaningful instruction possible to serve the migrant child.

For additional information about the project, please write to:

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David Jonassen

Project TV: Video as a Second Language

JIM KEARNEY

The videotape medium allows students disenchanted with print-oriented education to communicate ideas and emotions hitherto locked up by semi-literacy. This development of skills of communicating (including reading and writing) was the goal of Project TV, which I taught under a Federal Title I grant at Great Neck North Senior High from January through June of 1973.

A large contingent of foreign-born students learning English were among participants in Project TV. Video let them see their own pronunciation and usage, and mistakes were corrected in instant replay. One student called this "proof" of progress—an important commodity for students very insecure about their verbal ability.

Minority Media Spokesmen

Our small studio was equipped with an Ampex 1 inch VTR and 2 cameras. It provided a comfortable atmosphere and students often spoke frankly about their emotions and attitudes. Sometimes we taped discussions of school life, at other times discussions of a poem written by a student. Once, an intelligent student from the Dominican Republic complained that she had been misquoted by the school paper on her comments at a symposium on racial understanding. We taped her logical, impassioned

response and showed it to the interested parties. In a different situation, the same student gave a report on a community meeting she'd attended on the topic of bilingual education vs. other styles, and her long account (of the meeting held in Spanish) provided valuable feedback to the school. It's specially important to train spokesmen from minorities to use media more effectively.

Some students exhibited aptitude and interest in professional broadcasting. One such student became proficient in the operation and "language" of the camera. He staged an impromptu bilingual news program, using the blackboard as a cue card, gave a long presentation on TV production in Spanish to another class, and researched, wrote and taped a documentary on his homeland, using stills enhanced by cuts and fades.

There were many poem readings by black students; both original student work and classics like "Heritage" and "Landlord, Landlord." Stills from the career of Martin Luther King accompanied a reading from his rules for nonviolence. A student discussed the difference between the real Billie Holliday and the distorted image in the film. He also fulfilled an assignment for another class by producing an illustrated tape on black periodicals. This same student, president of the Black Student Union, supervised