

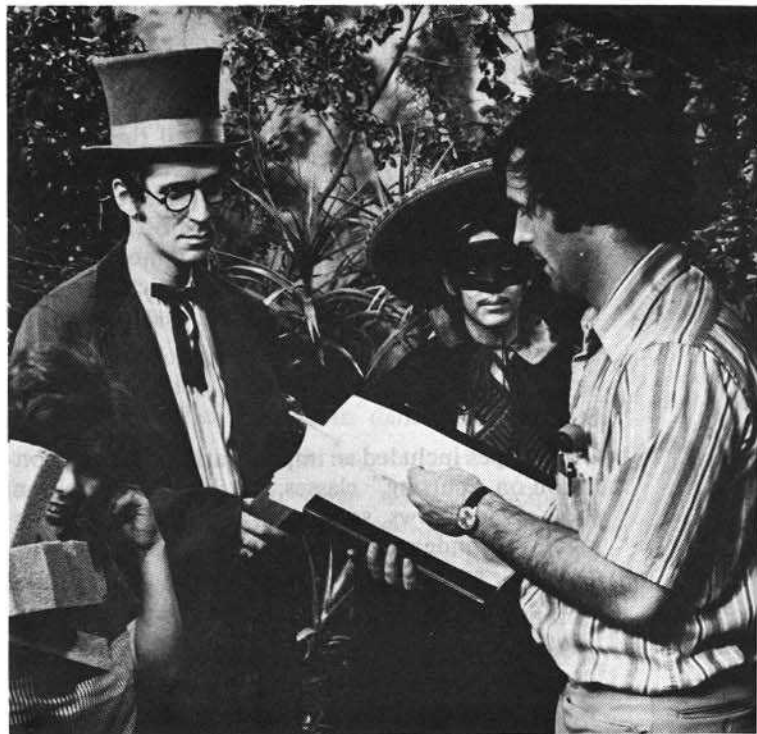
Organization and Funding

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