

HIGH Ratings for ITV

If instant replay, split screen and stop action make you think only of television football, you may be at the wrong game in the wrong ball park. The Office of Instruction Television utilizes the same techniques on the Columbia campus as a tool to aid practice teachers in the College of Education.

A TV mobile unit tapes the student teacher in an actual classroom situation. Later, often that same day, the video tape is played back. The old Scottish poet, Bobby Burns, would have been delighted. The student can see himself exactly the way others see and hear him, and, perhaps

more importantly, how the pupils reacted to him as well. Just as the split screen shows both the passer and receiver in football, so does it show the student teacher "tossing out" information and the manner in which the pupils receive it. The tape can be stopped at any critical point and then played again and again.

Sound sophisticated?

"It's still the teacher on one end of the log and the student on the other," says Dr. Barton Griffith, director of the Office of Instructional Television. "The log is the new instructional technology, in this case, television. The

professor in the College of Education and the student teacher can understand each other better through the use of the video tape. Now, there's nothing inherently good or bad about ITV. Used correctly, it can facilitate learning. In this case, we think it shows promise."

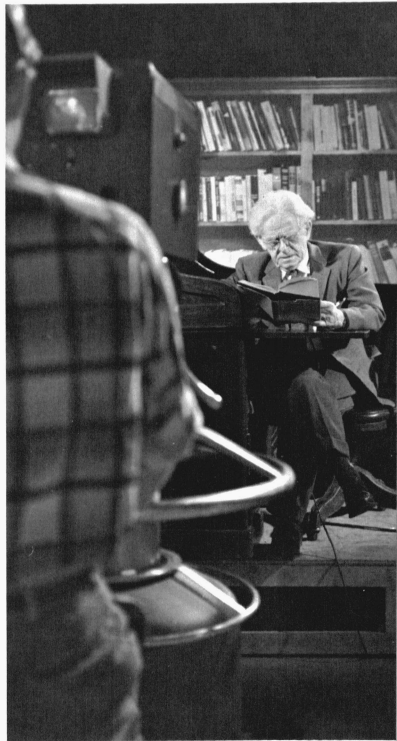
A pioneer in the use of instructional television, the Columbia campus began its program in 1958. Considerable impetus arrived in 1960 in the form of a \$90,000 grant from the Ford Foundation. Today the Office of Instructional Television has equipment valued at \$1.5 million, and its 522 video tapes have an estimated worth of more than \$500,000.

The completely-equipped television studio on the fourth floor of Jesse Hall is connected to Hill Hall (Education), and the Business and Public Administration and the Arts and Science supplemented by a 2500 megacycle ITV service to Crowder and Waters hall and Rothwell and the Women's gyms.

Twenty thousand students each semester (some of them, obviously, more than once) are exposed to instructional television. All divisions on the campus and 30 departments are represented. Of 300 ITV projects, 15 courses are more than 50 per cent on tape; more than 150 courses use ITV segments, and there are many diversified research and service projects. (Service tapes range from those explaining the complexities of the 1.3 million-volume General Library to those used at registration time to report instantaneously which courses are closed out.)

Originally, instructional television was looked upon as a method of offsetting large classes in a lecture-hall environment. It was believed that such courses could make better utilization of top teaching talent as the number of students grew out of proportion to the number of teachers. The students could attend TV courses in a small-class atmosphere, see and hear the professor's presentation, and have time available for question-and-answer sessions.

And this has been pretty much the way it has worked out — with some corollary benefits. For one thing, it encourages even good teachers to plan, organize and present their material more effectively. There's no room for the lightweight professor on ITV. Then, too, there are



Without ITV, it's doubtful that students could have the opportunity to take John Nelhardt's course, "Twilight of the Sioux." Still, the 87-year-old professor rarely fails to visit class, one of the most popular in the English department.



While this student teacher conducts an elementary class in lab school, ITV records the action.



Future lawyers learn more about courtroom techniques when mock trials are video-taped for later viewing and critique.

many demonstrations and once-in-a-lifetime interviews that can be presented better visually than in any other manner.

Dr. Fred McKinney, whose course in general psychology was the first to be video-taped, recalls taping an interview with 14 students from all parts of the world. The panel discussed a variety of relationships from their respective viewpoints. It was a panel that would be difficult to bring together again, yet it remains effective because it was put on tape. "And from the student viewpoint," says McKinney, "this is the most popular videotape I've ever made."

McKinney has updated his lectures several times, as have all the teachers who have courses on ITV. The McKinney series, in fact, was the first college-level course accepted for national and world-wide distribution by the Great Plains ITV Library.

"Typically," says Griffith, "a professor will scrap about half his lectures after the first year it's been recorded. Thereafter the updating process involves about 25 per cent of the tapes each year."



Later the same day, student and instructor watch play-back, noting strengths and weaknesses.

Besides general psychology, other taped courses include agricultural economics, two courses in English life and literature, poet John Neihardt's "Epic America," psychology of personality, great speakers, public speaking, international relations, secondary school curriculum, introduction to education, physical education for both men and women, copy editing, and basic military science. And for every course on ITV, there are 10 to 12 others utilizing taped segments.

If the Columbia campus is a leader in instructional TV, it may be *the* leader in the medium as it applies to the College of Education. Besides the courses mentioned above, and the individual replay tapes discussed earlier, the college also utilizes tape segments involving experienced teachers in various types of classroom situations. The student teachers can see effective ways to present material, how to handle discipline, and other classroom problems.

But probably no place is ITV used more effectively than when it allows student teachers to look at themselves.

"They are able to learn more about their performance in class in a few minutes of viewing the tape than we can possibly tell them," says Dr. Dixie A. Kohn, assistant professor of education and assistant director of the lab school.

"It's like seeing a snapshot and noticing that you've gained a few pounds," responds a student. "But the real question is, what are you going to do about it?"

Such experiences indicate a bright future for instructional television. "I have a very positive attitude toward educational TV," says McKinney. "We can do more with TV — through demonstrations, interviews, film clips, and candid photos — than we could ever do in the classroom."

Bart Griffith is quick to point out, however, that ITV probably is not a final answer. "What we're really talking about is the academic services concept. We're interested in any educational innovation which will bring about better education for our students as individuals."

In other words, they're looking for a better log. □