Proposal To Conduct A Project Under The Community College Fund For Instructional Improvement

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Emphasis of Project</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>(X) Major Grant</td>
<td>( ) Experiential learning or work experience</td>
</tr>
<tr>
<td>( ) Mini Grant</td>
<td>( ) Individualized instruction (using paraprofessionals, learning contracts, learning objectives)</td>
</tr>
<tr>
<td>( ) Loan</td>
<td>( ) Development of interpersonal skills</td>
</tr>
<tr>
<td>( ) Combination</td>
<td>( ) Independent study</td>
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<tr>
<td></td>
<td>( ) Staff Development</td>
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<tr>
<td></td>
<td>( ) Disadvantaged/handicapped</td>
</tr>
<tr>
<td></td>
<td>( ) Services for new clientele (working or older adults)</td>
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<tr>
<td></td>
<td>( ) Counseling</td>
</tr>
<tr>
<td></td>
<td>(X) Curriculum Development</td>
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<td>( ) Other</td>
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Amount of funds requested

<table>
<thead>
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<th>Major Grant</th>
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<td>Mini-Grant</td>
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<td>Loan</td>
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<td>TOTAL</td>
<td>14,977</td>
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This project is (X) Continuing ( ). If continuing, how has the project been funded to this point?

Is project to be conducted in consort (X) No ( ) Yes. If yes, specify with whom:

Title of Project: Political Science Videotape Modules

Name of College District: SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Name of College where project will be conducted: Santa Barbara City College

Superintendent: David Mertes

Date application approved by District Board of Trustees: January 25, 1979

Duration of project: One (1) year

Proposed Starting Date: 9/1/79

Ending Date: 8/31/80

Project Director: Peter O. Haslund, Ph.D., Assoc.Prof.

Phone: (805) 965-0581, Ext. 221

Contact Person: Burton P. Miller, Admin. Assistant to the Superintendent-President

Phone: (805) 965-0581, Ext. 213

(Note: Submit 3 (an original and two copies) of the entire application to the Chancellor's Office.)

For State Use Only

ENC.#6 Item 5.2m

Received Date Stamp

Date Reviewed by Council

Date Approved by Board of Governors

Amount of Funds Approved: Grant Mini-Grant Loan Total
ABSTRACT

The purpose of this project is to improve upon the traditional instructional programs in political science by supplementing regular classroom instruction with short videotape documentaries on the theme of the citizen's relationship to his or her political community.

It is hoped that the effective use of educational television will provide opportunities for affective as well as cognitive learning. That is, though students will not experience the political activity directly, they will experience it vicariously through the medium of television.

Specific problems to be addressed by this project include (a) the general absence of faculty expertise in the area of instructional television production, and (b) the difficulty encountered by many introductory students of American Government in relating to a fairly complex political process.

The desired outcome of this project will be to (a) increase my skills in the development of instructional television modules and (b) to develop a series of short modules which focus on the citizen's relationship to his or her community. For example, one series of learning modules would be devoted to a study of the judicial process in Santa Barbara from the point of view of the average citizen who is, I believe, generally ignorant and probably terrified at the prospect of having to appear before the bench.

This project is a direct outgrowth of my doctoral research entitled, THE APPLICATION OF VIDEOTAPE TO THE STUDY AND TEACHING OF POLITICAL SCIENCE; A FOCUS ON SANTA BARBARA POLITICS, 1974 as well as from six years of preliminary research in this field.

Beyond the benefits which I will derive in terms of improved skills in the development of instructional television modules, the completed programs will be used by other faculty in teaching American Government and Politics. I plan to share what I learn with my colleagues in hopes of encouraging them to make use of the television medium as an instructional tool.

A minimum of two half-hour modules will be developed for each category or level of government to be examined including our local system of justice, City Hall, County Board of Supervisors and state government.

Essentially the project will evolve in two phases. First, I intend to research each area of focus and develop a production script. Phase two will include acquiring the videotape footage and editing the final products.

An evaluation instrument will be designed for each module which will seek to measure differences in both cognitive and affective learning among students exposed to the videotape modules as compared to students who have not been similarly exposed.

A thorough written report (including evaluation) will be submitted to the state upon completion of the project.
Education Program or Service Addressed

1. The purpose of this project is to improve upon traditional instructional programs in political science by supplementing regular classroom instruction with short videotape documentaries on the theme of the citizen's relationship to his or her political community. The theory upon which this project is based assumes that the effective use of educational television may provide opportunities for affective as well as cognitive learning. That is, though students will not experience the political activity directly, they will experience it vicariously through the medium of television. The proposed videotape modules would focus on a variety of political activity from the point of view of the concerned, and generally, confused citizen as well as from that of the elected or appointed decision maker.

2. I plan to conduct the project with the help of a small number of students to assure the viability of the student/citizen frame of reference.

Specific Problems

1. There are really two specific problems addressed by this proposal: (a) None of our teaching faculty has acquired either the academic understanding or practical experience necessary to produce genuinely effective television modules for classroom use. Despite the presence of a fairly sophisticated campus television studio, the absence of such expertise has served to limit its usefulness. (b) Students being introduced to the study of government and politics often experience considerable difficulty relating to the complexities of the political process, in part because that process appears so distant from them. Many beginning students enroll already convinced that the system is beyond their understanding and that political actors are either heroes or villains. These perceptions are difficult to alter short of taking the students on an extended field trip of governmental institutions, and thought one might contend that such a step would be desirable, it is rarely possible.

2. The desired outcome of this project will be to (a) increase my skills in the development of instructional television modules and (b) to develop a series of short modules which focus on the citizen's relationship to his or her community. For example, one series of learning modules would be devoted to a study of the judicial process in Santa Barbara from the point of view of the average citizen who is, I believe, generally ignorant and probably terrified at the prospect of having to appear before the bench. I have received assurances of cooperation from our local District Attorney, Stanley Roden, Superior Court Judge Bruce Dodds, Municipal Court Judge James Slater and from the Public Defenders Office. A second series would focus on the citizen and City Hall. Here again, individual members of the City Council have agreed to participate. A third and fourth series would seek to understand this relationship between the citizen and institutions of government at the County Board of Supervisors and State Legislature levels, and again, various Supervisors and both State Legislators (State Senator, Omer Rains and Assemblyman, Gary Hart) have agreed to participate. I believe that such a series
would be unique in that the television camera would attempt to "see" political reality through the eyes of the ordinary citizen who is usually characterized as ignorant, confused, sometimes misled and frequently alienated by a complex political system. I hope to spend time working with the Southern California Television Consortium and with Educational Television station KCET. I also plan to spend time reading the literature published since I completed a doctoral dissertation in this field in 1974.

3. This project is a direct outgrowth of my doctoral research entitled, THE APPLICATION OF VIDEOTAPE TO THE STUDY AND TEACHING OF POLITICAL SCIENCE; A FOCUS ON SANTA BARBARA POLITICS, 1974. Subsequent writings include a paper prepared for the International Studies Association/West Conference, San Francisco, March 18-20, 1976 entitled, VIDEOTAPE AND THE TEACHING OF INTERNATIONAL POLITICS: USES, SOURCES AND PROBLEMS, and a short article prepared for the American Political Science Association, DEA News, Winter 1976, INTRODUCING THE MEDIUM OF TELEVISION TO THE STUDY OF POLITICS. Other writings which seem to suggest that videotape can be applied to both affective and cognitive domains of learning include Meredith W. Watts and Ronald D. Hedlund, FOSTERING COGNITIVE LEARNING AMONG UNDERGRADUATE POLITICAL SCIENCE STUDENTS: AN EXPERIMENT USING THE TELEVISION MEDIUM, prepared for delivery at the 1973 meeting of the American Political Science Association, September 4-8, New Orleans, LA.

On the basis of these writings I have experimented with the use of television in the classroom during the past six years and have produced many of the television components which have been used. This experience suggests to me that a great deal can be accomplished given the time, talent and sophisticated videotape editing equipment (already owned by the College). This proposal, in effect, seeks the time to increase skills and use existing equipment to its maximum potential.

Population Served

1. Beyond the benefits which I will derive in terms of improved skills in the development of instructional television modules, the completed programs will be used by other Political Science faculty in teaching introductory courses dealing with American Government and Politics. Moreover, I plan to share what I learn with my colleagues in both written and seminar form in hopes of encouraging them to make use of the television medium as an instructional tool.

2. At the outset an estimated 1000 students per year will view the instructional television modules.

Objectives

1. A minimum of two half-hour modules will be developed for each category of level of government to be examined. These include:

   a. Local system of justice: a focus on the role of the District Attorney, the Public Defender and the courts.
b. City Hall: a focus on the City Council, the City Administrator, and the various commissions on which the Council depends.

c. County Board of Supervisors: a view of the Board and its relationship to other institutions of government.


I anticipate collecting the data and videotape for these productions in the fall of 1979 and early spring of 1980 and accomplishing the editing in late spring. It may be necessary to use a part of the summer for completion of the project.

2. The amount requested is intended to pay for full released time salary for the project director.

Activities

1. It is difficult to determine the sequence of production as I will, to some extent, be dependent upon the availability of activity lending itself to being videotaped. It is my intent to begin with a focus on our local system of jurisprudence as it is likely to be the most complex.

2. Following a period of general research and skills improvement for the project director, the project will evolve in two phases: First, I intend to research each area of focus by spending time with the major participants to determine what they do and how they do it. This phase will also include the development of a script or "story-board" for the production. Phase two will include acquiring the videotape footage and editing the final products. Aside from student assistants, no additional personnel will be required for the project. Equipment needs include studio editing equipment and a portable videotape unit, both of which are available to me. Software needed includes videotape stock which will also be supplied by the Department. Each module will be evaluated both in production and after completion (method described below).

Expected Impact and Transferability

As described above, I fully expect to share this experience with other members of the faculty, though I expect the social science faculty to be the principle beneficiaries. I intend to prepare a report of my experience and make it available to others at the community college level. Moreover, I would have no objection to sharing the final productions with my colleagues at other California Community Colleges.

Evaluation Plan

An evaluation instrument will be designed for each module which will seek to measure differences in both cognitive and affective learning among students exposed to the videotape modules as compared to students who have not been similarly exposed. The difficulties in developing such an evaluation
instrument should not be minimized! A reasonably successful attempt was accomplished in my dissertation but I am well aware that my procedures will require additional refinement. The evaluation will take place during the fall and spring terms following completion of the modules.

**Dissemination Plan**

1. A thorough written report (including evaluation) will be submitted to the state upon completion of the project.

2. I would have no objection to preparing a report suitable for distribution by the state, nor would I object to speaking with colleagues at other campuses about my successes and failures.
## BUDGET

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<tr>
<th>Code</th>
<th>Description</th>
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<th>Other Funds</th>
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<td><strong>$14,977</strong></td>
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Professional salaries include $23,331 to be paid to Project Director from district funds and $11,857 to provide for a long-term substitute (100% released time).

2000 One director $10/hr x 15 hrs. = $150
Production crew $5/hr x 45 hrs. = $225
Student editors $3/hr x 80 hrs. = $240

$615

Benefits determined on the basis of current rates paid by the district.

4000 15 hr. KCA 60 Videotape (3/4 inch) @ $25/hr. = $375
20 hr. KCA 20 Videotape @ $20/hr. = $400

$775