

THE COMPARATIVE EFFECTS OF TWO METHODS OF  
RECORDING TRIAL COURT PROCEEDINGS UPON  
THE LEARNING ACHIEVED BY UNIVERSITY  
OF OKLAHOMA COLLEGE OF LAW  
STUDENTS (VIDEO TAPE -  
WRITTEN TRANSCRIPT)

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May, 1971

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## PREFACE

The writer wishes to express his appreciation to Dr. Kenneth St. Clair, Chairman of his doctoral committee for his direction of this study, and for his inspirational leadership and assistance throughout the writer's doctoral program. Gratitude is also expressed to Dr. Robert Brown, Dr. Guy Donnell, Dr. Gene Post and Dr. Kenneth Wiggins, members of the writer's doctoral committee.

Appreciation is expressed to Professor Daniel Gibbens of the College of Law, University of Oklahoma, Norman, Oklahoma, for his assistance in developing the evaluative instruments necessary for this study and for his excellent cooperation throughout the project period. Appreciation is also expressed to Mr. Calvin McEntire, Director of Media Development for the Stillwater City Schools, Stillwater, Oklahoma, for his assistance in making the video tapes used in this study.

Sincere thanks are due to Mrs. Pamela Williams, secretary at the Stillwater City Schools Central Office for typing the first draft of this study, and to Mrs. Peggy Smith for typing the final copy.

The writer wishes to express his appreciation to his wife, Daloris, and his children, Wesley, Delinda Kay, Karen Sue, and Annette Marie for the sacrifices which they had to make during the writer's doctoral program.

Special thanks are expressed to Dr. Gene Pingleton, Superintendent of Schools, Stillwater, Oklahoma for his cooperation, and to Marion Smith and Winfrey Houston for their encouragement.

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## CHAPTER I

### THE PROBLEM

#### Background of the Study

An examination of American history from a sociological perspective reveals a dynamic and continuing alteration in the relative roles assumed by the major institutions of this society.<sup>1</sup> The distribution of responsibility among government, industry, church, home, and school has been neither static nor mutually exclusive.

As the society has evolved from a pioneering frontier culture to an urbane and technologically sophisticated nation, joint promotion of certain activities has been particularly prominent in the respective efforts of education and other functions of government. The nationwide promotion of literacy at the outset of this century was achieved largely through compulsory education and child labor laws invoked by government.<sup>2</sup> As the hazards attendant to automotive transportation emerged, driver education was added to the school's curricular offerings in support of legislative and enforcement activities of government. More recently, as venereal disease and the urgency of planned parenthood were recognized, sex education emerged in the schools as a measure complementing

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<sup>1</sup>Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Education Administration (Boston 1966) pp. 100-102.

<sup>2</sup>Ibid., pp. 33-38

governmental efforts in this area. The accelerated rate of educational innovation in recent years has occurred largely through supplementary funding by government agencies.<sup>3</sup>

This would indicate that, as the varying perspectives and resources of society's major institutions overlap, the education administrator must become an agent for mediating innovation and change. As education is rendered more sensitive to the concerns of other institutions, the administrator must develop a repertoire of skills relevant not only to the conduct of the educational enterprise but to the development of productive exchanges with extra-educational agencies. This study proposes to document one such exchange between two agencies of government.

In the spring of 1969, the president of the Oklahoma Bar Association, Mr. Winfrey Houston of Stillwater, Oklahoma, hypothesized that law schools might better provide courtroom observation for their students through closed circuit television. He also suggested that video tape recordings of court trials might prove to be more effective training and educational devices than written transcripts.

What has been found to be true in teacher education with respect to observation of teachers and pupils might very likely provide guidance for the instruction of law students as it relates to the observation of court proceedings and the strategies of court officials.

Observation of teachers and pupils has been a significant part of the training given to teacher education students for the past several years. Until quite recently this observation has been confined to public schools. Some teacher education institutions have, however,

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<sup>3</sup>U.S. Office of Education, Profile of the Elementary and Secondary Education Act of 1965 (1967).

varied this procedure by having teacher trainees remain on campus and observe the educational process vicariously through the use of audio-visuals such as, films, video-tape recordings, and closed circuit television.

Two separate research studies, Reid and MacLennan<sup>4</sup> and Schueler and Lesser<sup>5</sup> report that most of the research on media in teacher education has produced no significant differences between direct observation and any other media for observation. They also report that the majority of the studies did find campus observation through various media easier to schedule and, in most cases, at least equal in effectiveness to direct observation.

Determining the effectiveness of video tape recordings of court trials as training and educational devices is another matter. A review of the literature of audio visual communication is supportive. Dale cites the following as contributions of audio visual aids:

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students.
2. They have a high degree of interest for students.
3. They make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.

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<sup>4</sup>J. Christopher Reid and Donald W. MacLennan, Research in Instructional Television and Film, U. S. Dept. of Health, Education and Welfare, U. S. Office of Education, Bureau of Research (Washington, D. C. 1967) Superintendent of Documents, U. S. Government Printing Office.

<sup>5</sup>Herbert Schueler and Gerald S. Lesser, Teacher Education and the New Media (Washington, D. C. 1967) The American Association of Colleges for Teacher Education.

6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experiences not easily obtained through other materials and contribute to the efficiency, depth, and variety of learning.<sup>6</sup>

Travers in defining the concept of reinforcement as used by audio visual specialists states that:

inputs of information through different sensory modalities results in more efficient learning than inputs of information through a single channel. . . . literature on the design of audio visual aids has generally taken the position that the greater the number of sense modalities that are used in learning, the better will be the learning.<sup>7</sup>

Although some experiments relative to the use of closed circuit television in courtrooms have been conducted, e.g., Michigan<sup>8</sup> and Illinois,<sup>9</sup> no studies could be found which tested for significant differences in learning between video tape recordings and the written transcript. Such a study is needed in order to test the comparative effectiveness of the two methods as training and educational devices. If closed circuit television can provide more or even equivalent

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<sup>6</sup>Edgar Dale, Audio-Visual Methods in Teaching, (Revised Edition New York: The Dryden Press 1954) p. 65.

<sup>7</sup>Robert M. W. Travers, Research and Theory Related to Audio-Visual Information Transmission (Revised Edition, 1967) v Department of Health Education and Welfare, Office of Education Contract No. 3-20-003.

<sup>8</sup>The University of Michigan Law School Faculty inaugurated a television project on January 12, 1967, wherein transmission of the sights and sounds of the courtroom was made available to University classroom buildings.

<sup>9</sup>William M. Madden, "Experimental Video-Taping of Courtroom Proceedings," Interim Report to the Supreme Court of Illinois, (1968).

information it would seem appropriate to consider its utilization in the instructional program of colleges of law.

There are additional reasons why such a study might prove fruitful. All who view television or witness the production of a play know that a great part of the thought, language and communication of the actors comes from their smiles, voice tones, eye maneuvers, gestures, facial expressions and general physical appearance. This non-verbal behavior is often more communicative than the spoken word. The meaning of the words often vary according to the circumstances of the particular situation and the manner in which they are spoken. Words in themselves may be bland and meaningless, yet accent and manner give them life and purpose.

There are few appellate court cases that deal with the effect of non-verbal behavior of court officials and witnesses on the trial of a lawsuit because it is impossible to describe with accuracy non-verbal communication in the written transcript of the trial.

In a Texas case,<sup>10</sup> the defendant contended that the trial judge was guilty of misconduct because he "indulged in facial expressions in the nature of scowls or frowns, and shook his head from side to side in a negative manner." The reviewing court recognized the mischief of such misconduct but said, "We are at loss to see how we can rule on the expression on the face of a judge, or what was meant by means of a scowl or a frown or a movement of the head."

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<sup>10</sup>Hill v State (Tex. Crim.) 217 S.W. 2d 1009 (1949).

The appellate courts never know the atmosphere, the mood or the real meaning of the spoken word as expressed in the face. They can read what was said, but what good are the words if the facial expressions convey a different meaning -- the true meaning.<sup>11</sup>

The Oklahoma Court of Criminal Appeals holds that the duty of the judge is to proceed with dignity, rule with impartiality and say as little as possible in the trial of a criminal case, and counsel should refrain from unnecessarily irritating the court.<sup>12</sup> In the past, however, courts have recognized the almost impossibility of including in the written transcript a description of the conduct of court officials and witnesses.

Until the time arrives that transcripts are brought to us on sound recordings there is little we can do about objections to tonal qualities. Moreover, such a device would enable us to determine who set the pitch for the resulting disharmony.<sup>13</sup>

It seems logical to assume that closed circuit television, which provides video as well as audio recordings, could accurately describe the non-verbal communication of court officials and witnesses.

Closed circuit television may help solve problems like that encountered in the winter of 1970 by New York Supreme Court Justice John M. Murtagh. He found it necessary to recess the pre-trial hearings of thirteen Black Panthers who were accused of plotting to blow up department stores, because for thirteen days the defendants "directed streams of verbal vitriol at the bench and the prosecuting attorneys,

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<sup>11</sup>Leslie L. Conner, "Trial Judge, His Facial Expressions, Gestures and General Demeanor." The Oklahoma Bar Journal, Vol. 40 #16 (April 26, 1969), pp. 967.

<sup>12</sup>Ibid. pp. 968.

<sup>13</sup>State v Barnhaltz (Mo.) 287 S.W. 2d 808 (1956).

bringing courtroom proceedings to a virtual standstill."<sup>14</sup> The defendants were sent to jail until they agreed in writing to follow the traditional rules of courtroom decorum. Video tape-recordings of the pre-trial proceedings would undoubtedly be of more value to any reviewing body than a written transcript if the defendants petition the federal courts for release on constitutional grounds.

If closed circuit television can be demonstrated to be as effective as the written transcript in transmitting information, video tape might be used not only by law schools as a training and educational device, but also by appellate courts in their review of cases first presented in a lower court. As was demonstrated this year in the trial of the Chicago Conspiracy Seven, determined men can disrupt a trial at will. On the other hand it has been charged by William Kunstler that the Chicago trial also provides an example of a trial judge's failure to rule with impartiality. Mr. Kunstler, the attorney for the defense, stated:

. . . Judge Hoffman's inflections ridiculed the defense or would support a Government point in an approving tone that cannot be sensed through the cold print of an appellate record. He would ask the court reporter to repeat words like "vomit" or "erotic" that could hardly help the defendants. If we failed anywhere, it was in not pointing out every single incident of that nature. One thing we did point out so that it would get into the appellate record was the judge's method of reading the indictment to the prospective jurors. I compared it to Orson Welles reading the Declaration of Independence. And some of the jurors who were later questioned confirmed that they had

<sup>14</sup>"The Law," Time, (March 9, 1970) p. 31.

been completely turned against the defendants by the judge's inflections in his reading of the indictment.

There were other examples of his behavior which television would have documented clearly. When we were summing up for the jury, for instance, he would appear to be sleeping or, at best, uninterested. But when the prosecution was summing up, the judge was perched on the edge of his chair, leaning over, listening intently to every word, so as to give the impression that what the prosecution was saying was much more important than anything the defense attorneys had said. This type of behavior occurred throughout the trial, and I believe it had a dramatic effect on the jurors in terms of the way they reacted to the defendants and to the merits of their case.<sup>15</sup>

In such cases the appellate court would probably welcome a video tape of the trial proceedings.

In this era of social unrest, jurists are searching for new ways to restrain unruly defendants without violating their constitutional rights. If defendants know that their total behavior (verbal and non-verbal) is being recorded they, realizing the probable effect of the tape upon the appellate court, may be less disruptive in the first place. Even when they are unruly, closed circuit television may help remedy the situation. Defense Attorney Louis Nizer has suggested keeping the unruly defendant in his cell and letting him tune in to the trial via closed circuit television.<sup>16</sup> Others advocate closed circuit television with a telephone line to permit client-lawyer communication. Whatever methods of control prove best, one thing seems certain; current courtroom anarchy cannot be permitted to continue.

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<sup>15</sup>Nat Hentoff, "Playboy" interview: William Kunstler (October, 1970) p. 80.

<sup>16</sup>"The Law" Time, March 9, 1970, p. 31.



It seems reasonable to assume that video tape can reveal more about the non-verbal behavior of court officials and witnesses than the written transcript of the court reporter. It would appear equally certain that closed circuit television can reduce the time loss that might be caused by disturbances in the trial court.

The Oklahoma Bar Association under the leadership of its president is particularly interested in exploring ways to reduce the time lost between the trial court case and the appellate court case. Mr. Houston asserts that video tape recordings can speed the process of making transcripts of the trial court case available to the attorneys and the appellate court by making immediate replay possible.<sup>17</sup> Currently, it often requires several weeks for a court reporter to transcribe his notes, and the attorneys are delayed in their preparation of the briefs. Consequently, the appellate court is delayed in administering justice.

With crime increasing at an average rate of 14% a year in our major cities<sup>18</sup> causing backlogs of pending cases, unnecessary delays should be eliminated.

Mr. Houston theorized that if closed circuit television can provide as much information to the attorneys and the appellate court as the written transcript, the process of justice can be speeded considerably and courts across the nation will be able to provide every individual with a speedy conclusion to his case -- something he has been guaranteed by the Bill of Rights since 1791.

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<sup>17</sup>Private correspondence with Mr. Houston.

<sup>18</sup>Dale Wittner, "Logjam In Our Courts," Life, (August 7, 1970) p. 18

Greater use of video tape in appropriate cases has already been recommended by a special committee of the American Bar Association. In a 1969 report the Committee made the following recommendation:

The frequent unavailability of busy doctors in court at particular times and the undesirability of keeping doctors waiting around to be reached often results in trial postponements, to the inconvenience of the parties, the other witnesses, the jurors, the lawyers and the court. As a way of easing this and similar problems the Committee recommends, in appropriate cases, greater use of video tape recordings of medical testimony.<sup>19</sup>

If our courts are to administer justice accordingly, it may be necessary for the court reporter to utilize modern technology in recording trial court proceedings. Indeed it may be necessary for our courts to modernize procedures generally. A system developed nearly two centuries ago to protect four million people does not necessarily work for two hundred million people. Much of the administrative work now done by judges might be delegated to others. In education, teachers have begun to turn over some of their basic chores to teacher aides. In medicine, doctors are utilizing the services of paramedics and nurses to a greater extent, and judges are presently debating whether they could be freed to handle more cases if professional managers were appointed to handle administrative paper work in the courts. The Honorable Warren Burger, Chief Justice of the United States Supreme Court, has said that:

The most significant step toward modernization of court administration in the past 30 years was the creation this year by the American Bar Association, with a Ford Foundation grant, of the Institute for

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<sup>19</sup>Report of the American Bar Association, "Special Committee on Auto Accident Reparations," (1969) p. 42.

Court Management. This Institute, which opened this summer near Aspen, Colorado, is the country's first school for court administrators. It will graduate its first class of 32 court executives in December following six months of extensive training.<sup>20</sup>

Perhaps this study will hasten the re-evaluation of the role of the court reporter and suggest some new dimensions for the training of court executives.

#### Statement of the Problem

This study is designed to determine if video tapes or recordings of court trials are more effective training and educational devices than written transcripts of the same proceedings.

Additionally the study will seek to determine the effect of viewing a video tape of a trial court proceeding upon the attitude of law students toward the use of closed circuit television in the appellate court.

#### Hypotheses

1. A group of University of Oklahoma College of Law students instructed by closed circuit television will score significantly higher on the Oklahoma Bar Association Case Test than will another group instructed by means of a written transcript.
2. A group of upper ability level University of Oklahoma College of Law students instructed by closed circuit television will score significantly higher on the Oklahoma Bar Association Case Test than will a

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<sup>20</sup> Dale Wittner, "The Views of the Chief Justice," Life, (August 7, 1970) p. 26.

a corresponding group of upper ability level students instructed by means of a written transcript.

3. A group of lower ability level University of Oklahoma College of Law students instructed by closed circuit television will score significantly higher on the Oklahoma Bar Association Case Test than will a corresponding group of lower ability level students instructed by means of a written transcript.

4. There is no statistically significant difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students before either group has seen a video tape or read a written transcript of the trial court case.

5. There is no statistically significant difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students when one group has seen a video tape of a trial court case and the other has read the court reporter's written transcript of the same case.

6. Within the group of students viewing the video tape, there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after viewing has occurred.

7. Within the group of students who read the court reporter's written transcript there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after reading has occurred.

### Significance of the Study

If it can be demonstrated that more can be learned about a trial case from viewing a video tape than can be learned by studying the written transcript, it will be possible to speed the administration of justice by reducing the time lost between the trial court case and the appellate court case. In Oklahoma it presently takes approximately three years to get a case through the appellate court. At least part of this delay is caused by the time required for the court reporter to transcribe his notes. The process of transcription in Oklahoma often requires three months.<sup>21</sup> Additionally, it will become possible to describe with accuracy the non-verbal behavior of the court officials and witnesses; something of great value in this age of uncooperative defendants.

If video tape is more effective than the written transcript, the job description of court reporters may be subject to revision. It may become advisable to consider the court reporter as something more than a stenographer. Perhaps the court reporter can become an administrative assistant to the court, operating and maintaining closed circuit television in addition to his other duties. Districts experiencing difficulty in obtaining competent court stenographers will find this study particularly relevant.

Should video tape prove to be more effective than the written transcript, there will be recommendations to extend the courtroom to the classroom for the professional training of lawyers. Colleges of law will be encouraged to establish libraries of video tape depicting different kinds of trials and strategies for use in the classroom.

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<sup>21</sup>Private correspondence with Mr. Houston.

The population of this study is limited to junior year students at the University of Oklahoma, College of Law, but the results of this study may have significant implications for the training and education of all law students, the administration of justice throughout the nation, and the training of court executives and court reporters.

#### Limitations of the Study

The study was limited to the students who were enrolled in Law 365, Evidence, at the University of Oklahoma, College of Law, during the second semester of the 1969-70 school year. This included 40 juniors in the College of Law. Therefore the results may be generalized only with caution.

The trial case used in this study was a reenactment of an actual trial and was held in the District Court of Oklahoma County, State of Oklahoma, on the 21st day of March, 1970. The reenactment was three and one-half hours in length. Although the entire trial was video taped, in order to reduce the time required by the study participants to read the transcript or view the video tape, the court reporter transcribed only the plaintiff's and defendant's opening statements and the testimony of the plaintiff's witnesses. This transcript was 67 pages long, and the video tape excerpt of the same proceedings was one hour and twenty minutes in length.

The measure of learning attained consisted of a paper and pencil test, drawn from content as presented in the written transcript.

## Definition of Terms

Experimental Group--Those students who were taught by means of closed circuit television and video tape.

Control Group--Those students who were taught by means of the written transcript.

Closed Circuit Television--A system of transmitting television signals from a point of origin to one or more points especially equipped to receive the signals.

Video Tape--Magnetic tape recording of audio and visual images.

Written Transcript--The transcript completed by the court reporter; a record of the spoken words.

Trial Court--The court in which the issue is first brought to trial.

Appellate Court--The court vested with the power to review and affirm, reverse or modify the judgement or decision of another tribunal. The appellate court is distinguished from the original trial and serves as a review court only.

Court Officials--Judge, attorneys for the plaintiff, and attorneys for the defense.

Non-verbal Communication--Facial expressions, gestures, and other silent signals of court officials and witnesses.

Television Instruction--Instruction televised for open-air broadcast or closed circuit distribution, live or video tape.

Conventional Instruction--Regular classroom instruction.

Case Test--The test written by the researcher and a committee of the Oklahoma Bar Association, drawn from content as presented in the written transcript and referred to as the Oklahoma Bar Association Case Test.

Case Content--The content of the trial court case.

Trial Court Case--The reenactment of an actual trial which was held in the District Court of Oklahoma County, State of Oklahoma on the 21st day of March, 1970.

Learning Achieved--Achievement as measured by scores on the Case Test.

Attitudes--The predisposition of a person or group to think or feel positively or negatively toward the use of closed circuit television in the appellate court as indicated by responses to a summated rating scale questionnaire.

Learning Environment--Location and place of instruction - University of Oklahoma, College of Law, Norman, Oklahoma.

Instant Replay--The process of rewinding and replaying the video tape immediately after recording.

#### Assumptions of the Study

For purposes of this study it was necessary to make the following assumptions:

1. The questionnaire, designed by the researcher and administered to participants as a pre-test and post-test instrument was appropriate in determining the attitudes of participants toward the use of closed circuit television in the appellate court.

2. Students enrolled as juniors in the University of Oklahoma, College of Law, can provide an appropriate population for testing the hypotheses that video tapes or recordings of court trials are more effective training and educational devices than written transcripts of court trials.



3. The subjects of this study were representative of the population of students required to take Law 365, Evidence.

4. Observations are from normally distributed populations.

#### Organization of the Study

The present study consists of five chapters. In addition to the statement of the problem, Chapter I includes major divisions describing the study and its significance.

A review of research related to the study is presented in Chapter II. Chapter III describes the design of the study and the procedure involved in its completion.

Chapter IV is devoted to a presentation and analysis of the data. Analysis of the data will include the results of the statistical treatment involved in the study, and acceptance or rejection of the hypothesis. Chapter V provides a summary of the study, conclusions based on findings, and recommendations.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

#### Introduction

The largest category of research on television instruction is that in which the performance of students instructed by television has been compared with the performance of others instructed in a traditional manner. The major purpose of this chapter is to report on the present status of this research. In order to identify impediments to the use of television and to report on the factors that most frequently determine the attitudes of users toward television, two surveys of attitudes toward instructional television are also cited.

This chapter contains two basic divisions: one dealing with effectiveness studies and the other with attitude surveys.

#### Effectiveness Studies

The effectiveness of television instruction has been investigated in over 100 experiments, and several hundred comparisons, at every level from pre-school through adult education, with a great variety of method and subject matter.<sup>1</sup>

The measurement of television effectiveness, however, has left something to be desired. Often television instruction has been compared

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<sup>1</sup>Godwin C. Chu and Wilbur Schramm, Learning from Television (Washington, D. C., NAEB, 1967) p. 1.

with no instruction at all. Sykes<sup>2</sup> compared 58 education majors who had been randomly assigned either to a television group or a control group. The former group watched six art lessons over six weeks while the latter did not. A post-test showed, as might be expected, a significant difference in favor of the television group.

Roy, Schein, and Frisina<sup>3</sup> tried television instruction for teaching typing to deaf students. Although the majority of students were able to achieve the criterion level of speed and accuracy in what seemed to the experimenters "a relatively short time," because no comparison was made with regular instruction, it is impossible to assess the value of television instruction.

Frazier and Evans<sup>4</sup> investigated the results of 151 teachers and 4,184 third and fourth grade children in Ohio who watched ten half-hour television programs on elementary science. Upon conclusion of the programs, the teachers reported that they had significantly greater confidence in teaching elementary science and the pupils showed more interest in it. Even with this large sample, the absence of a control group limits the contribution of this study.

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<sup>2</sup>R. E. Sykes "The Effectiveness of Closed Circuit Television Observation and of Direct Observation of Children's Art Classes for Implementing Elementary Teachers' Training in Art Education," Dissertation Abstracts, (1964) 25, 2387.

<sup>3</sup>H. L. Roy, J. D. Schein and D. R. Frisina "New Methods of Language Development for Deaf Children," Cooperative Research Project No. 1383 (Washington, D. C.; Gallaudet College, 1964).

<sup>4</sup>A. Frazier and L. D. Evans, Testing the Effectiveness of Two Purpose Television Programs in Contributing to Both Teacher and Pupil Learning, USOE Grant No. 7-33-045.00 (Columbus: Center for School Experimentation, Ohio State University, 1960).

A more useful standard of comparison can be derived from performance on standardized tests. After televised instruction was adopted in Hagerstown, Maryland, the performance of students was measured on the Iowa Tests of Basic Skills. These tests were given each year to hundreds of thousands of school children throughout the country, and thus standards were established by which test scores could be compared to national averages.<sup>5</sup> This method, however, failed to control the initial differences between students and the performance of the teachers.

Schramm<sup>6</sup> summed up 393 experimental comparisons on television vs classroom teaching, including a considerable amount of unpublished material. He reported that 255 of these comparisons showed no significant differences, 83 were significantly in favor of televised teaching and 55 significantly in favor of conventional teaching.

Summarizing the results of a three year national program in which 200,000 students from 800 public schools took part, Pflieger and Kelly<sup>7</sup> reported that whereas most comparisons showed no significant differences, 119 were in favor of television-taught students and 44 in favor of conventionally-taught students.

When comparing television instruction with conventional instruction, researchers are often unable to assign subjects at random to different treatment groups because schools are unwilling to release

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<sup>5</sup> Serena Wade, Hagerstown: "A Pioneer in Closed Circuit Televised Instruction," New Educational Media in Action (Case Studies for Planners-I. Paris: Unesco and International Institute for Educational Planning 1967) pp. 59-82.

<sup>6</sup> W. Schramm, "Learning From Instructional Television," Review of Educational Research (1962) 32, pp. 156-167.

<sup>7</sup> E. F. Pflieger and F. C. Kelly, The National Program in the Use of Television in the Public Schools, (New York: The Ford Foundation and the Fund for Advancement of Education, 1961).

children from their original classes. Therefore, intact classes are used and, although random assignment of groups can help, it is difficult to take into account the initial differences between the experimental group and the control group. There is also the problem of making the stimulus comparable in the two groups. Obviously, if different teachers are used, as is often the case, improvement in learning may be due to individual differences in teachers rather than differences in method. Even when the same teacher is responsible for conventional instruction and television instruction, the content for the two groups may differ.

Although the investigations dealing with the effectiveness of television instruction indicate that television instruction has brought about more learning than the existing level of classroom teaching, closer scrutiny of the investigations reveals a lack of adequate experimental design. Stickell<sup>8</sup> found, out of some 250 comparisons, only 10 that met his requirements for adequate experimental design. All 10 showed "no significant difference" in learning, at the .05 level of significance, between televised teaching and conventional teaching.

Test results from the television group and the control group would be comparable only if the subjects are assigned randomly and in such a way as to minimize the reactivity of the experimental arrangements, if the qualities and performance of the talent are in every way the same, if the content is the same, and if the learning environment is the same. Stickell's review of research indicated that few studies met these stringent requirements.

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<sup>8</sup>D. D. Stickell, "A Critical Review of the Methodology and Results of Research Comparing Televised and Face-to-Face Instruction." (unpub. Ph.D. dissertation, Pennsylvania State University, 1963).

Evidence presented in chapter one indicates that use of video tape in recording court proceedings may be more effective than the written record in the communication of information. A true test of the effectiveness of television as a recorder of court proceedings, however, has not as yet been made. On September 16, 1968, an experimental video recording unit was installed in the Skokie Courtroom of the Second Municipal District of the Circuit Court of Cook County, Illinois. Presiding Judge Harold W. Sullivan reported that his judges unanimously agreed that the video tape replays were "far superior to any transcriptions of proceedings they had ever experienced."<sup>9</sup> The enthusiastic response of these judges contracted sharply with Judge William Bauer of the DuPage County Court House in Wheaton, Illinois, who assessed the same closed circuit system as follows:

It is a fascinating and forward looking attempt to cope with the problems encountered when a competent court reporter is not available, but video tape is not an adequate substitute for a competent court reporter.<sup>10</sup>

Should closed circuit television and video tape prove to be more effective than the written record, resistance toward its use in the courtroom must still be expected. It may seem to threaten the position and security of the court reporter; it could require him to learn new roles and procedures.

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<sup>9</sup>William M. Madden, "Illinois Pioneers Video Taping of Trials," American Bar Association Journal, (May, 1969, Vo. 55) p. 457.

<sup>10</sup>Ibid.

## Attitude Surveys

Research on instructional television has emphasized the assessment of the student and teacher attitudes toward the use of television for the presentation of classroom instruction. Many "relative effectiveness" studies include attitude measures as well as tests of learning. In their survey of studies dealing with attitudes toward instructional television, Chu and Schramm reported:

. . . among the factors that determine teachers' attitudes toward instructional television are (a) how they perceive the degree of threat to the classroom teacher; (b) how they estimate the likelihood of mechanized instruction replacing direct contact with students; (c) how they estimate the effectiveness of instructional television; (d) the difficulties they see in the way of using modern techniques; (e) how conservative they are and whether they trust or distrust educational experimentation.<sup>11</sup>

The same factors paraphrased slightly to fit the courtroom would probably reflect the concern of some court officials and reporters relative to the use of closed circuit television in court proceedings.

Reid and MacLennan<sup>12</sup> have found that negative attitudes of the faculty have often been the greatest obstacles to the use of television. This is especially true in institutions of higher education. It will also be true in courtrooms and law classrooms unless an early effort is made to assess the attitude of future users of the medium, the need to use television is clearly explained and justified and all people

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<sup>11</sup>Chu and Schramm, p. 68.

<sup>12</sup>J. Christopher Reid and Donald W. MacLennan, Research In Instructional Television and Film, U. S. Dept. of Health, Education and Welfare, U. S. Office of Education, Bureau of Research (Washington, D. C. 1967) Superintendent of Documents, U. S. Government Printing Office, p. 12.

concerned (e.g., court officials, court reporters and law school professors) are involved actively in the planning and conducting of experiments in the use of television.

#### Summary

Although two studies<sup>13</sup> which summarized comparisons between television instruction and classroom teaching indicate that television instruction is no less effective than conventional instruction, few of the comparisons met requirements for adequate experimental design. One review of 250 comparisons<sup>14</sup> revealed the need for a study that: (1) randomly assigned subjects to the television and control groups (2) controlled the quality and performance of the talent (3) controlled the content and the learning environment. These controls have been difficult to achieve in the educational setting. Although it seems that use of video tape in recording court proceedings may be more effective than the written record in the communication of information, a true test of the effectiveness of television as a recorder of court proceedings has not as yet been made.

Negative attitudes toward the use of television have often been the greatest impediment to the use of television.<sup>15</sup> Among the factors that determine attitudes toward television are the degree of threat to the user and the difficulties involved in the utilization of the medium.<sup>16</sup>

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<sup>13</sup>Chu and Schramm and Pflieger and Kelly

<sup>14</sup>Stickell

<sup>15</sup>Reid and MacLennan

<sup>16</sup>Chu and Schramm



An attempt was made in this study to involve the potential users in the planning and conducting of the experiment designed to measure the effectiveness of the medium.

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### Introduction

The central purpose of this study was to determine if video tapes of court trials are more effective training and educational devices than written transcripts of the same proceedings.

In the majority of the studies cited in the preceding chapter, the writers were unable to control the quality and performance of the talent. Different teachers were often used for the television and control groups.

Often writers have been unable to control the content and learning environment. Even when the same teacher is responsible for conventional instruction and television instruction, the content may differ. When an effort was made to control for content by video taping the conventional presentation for replay later with the television group, the researcher lost control of the learning environment.<sup>1</sup>

It has been difficult in most "relative effectiveness" studies to randomly assign subjects to the television and control groups, and thus writers have been unable to insure that the experimental and control groups were "equal" before the differential experimental treatment.

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<sup>1</sup>D. C. Williams, J. Paul, and J. C. Ogilvie, "Man, Media, Learning and Retention," Canadian Journal of Psychology (1957, 11) pp. 157-163.

In this study, an attempt was made to hold these several previously uncontrolled variables constant. Since both methods recorded the same trial court proceedings, the content of the proceedings was the same and the quality and performance of the talent [i.e., court officials and witnesses] was the same. Any difference perceived by the viewer or learner would therefore be due to the method of recording.<sup>2</sup>

#### Determination of Scope

In order to determine the interest level of members of the Oklahoma Bar Association in an experiment designed to measure the effectiveness of closed circuit television in recording trial court procedures and to involve members in the planning and conducting of such an experiment, a video tape was made of a mock trial held at the University of Oklahoma College of Law on April 7, 1969. The writer later met with the officers and several committee chairmen of the Oklahoma Bar Association to replay portions of the video tape and to discuss with them the possibilities of planning such an experiment. It was determined that the Oklahoma Bar Association would be interested in the results of an experiment comparing the effectiveness of the two methods of recording trial court proceedings but it was also recommended that the Oklahoma Supreme Court be asked for an opinion regarding the use of closed circuit television in the appellate court. Therefore, four students at the University of Oklahoma

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<sup>2</sup>Variations in the ability of individual court reporters to accurately reproduce courtroom activity in the written transcript are inherent to that method of recording. Therefore, although it may be true that video tapes contain more information than written transcripts, any difference can be attributed to the methods and not to actual content or performance of the talent. To further control this factor test items in this study were drawn only from the written transcript.

College of Law were selected to study the video tape and to prepare briefs and oral argument for presentation to the Oklahoma Supreme Court in the context of the student's oral argument of the case.<sup>3</sup>

Following the disposition of the case, the six judges present completed the Oklahoma Supreme Court Judge's questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court." Results of their responses are reported in Table I.

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<sup>3</sup>Jack Roth Edens, Plaintiff in Error v Larry Alan Tawwater, Defendant in Error, - Supreme Court, Oklahoma.

TABLE I  
ATTITUDINAL STUDY OF THE USE OF  
CLOSED CIRCUIT TELEVISION IN  
THE APPELLATE COURT

|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 1. The availability of video tape recordings should reduce the time lost between the trial court case and the appellate court case.                | 2              | 3     | 0         | 1        | 0                 |
| 2. Court cases should not be filmed or video taped.  | 0              | 0     | 3         | 2        | 1                 |
| 3. Being able to see the non-verbal behavior of trial court officials would be a great help to the appellate court.                                | 1              | 3     | 1         | 0        | 0                 |
| 4. The presence of closed circuit television equipment during a trial would tend to intimidate the people involved.                                | 0              | 1     | 2         | 3        | 0                 |
| 5. It seems that a video tape recorder has the capability to completely and effectively record the proceedings of a trial.                         | 0              | 5     | 1         | 0        | 0                 |
| 6. It is highly unlikely that video tape recordings of trials will ever provide meaningful information to anyone.                                  | 0              | 0     | 1         | 4        | 1                 |
| 7. There would be definite advantages to having visual recordings of trials.   | 1              | 4     | 0         | 0        | 0                 |
| 8. The present technique for recording trials is sufficiently efficient.   | 0              | 2     | 0         | 3        | 1                 |
| 9. The present use of records on appeals is sufficiently effective.  | 0              | 4     | 0         | 2        | 0                 |
| 10. Assuming they are economically feasible, video recordings ought to be the preferred method of recording trial court cases.                     | 0              | 1     | 3         | 2        | 0                 |
| 11. There is a need for speeding up appeal procedures but the use of video tape recordings is not the way to do it.                                | 0              | 2     | 2         | 2        | 0                 |
| 12. The recording of courtroom proceedings should be modernized to reflect the technology of the times.  | 1              | 3     | 1         | 1        | 0                 |
| 13. Video tape cannot be depended on for recording events as critical and important as trials.   | 0              | 0     | 1         | 5        | 0                 |
| 14. Experimentation with video recordings of courtroom proceedings is a worthwhile pursuit.  | 4              | 2     | 0         | 0        | 0                 |
| 15. Providing visual records of the behavior of trial court officials would add unnecessary variables to an already extremely complicated process. | 0              | 1     | 2         | 3        | 0                 |

A summary of their opinions indicates that five of six agree that video tape recordings should reduce the time lost between the trial court case and the appellate court case. Four of six agree that seeing non-verbal behavior of trial court officials would be a great help to the appellate court. Five agree that a video tape recording has the capability to completely and effectively record the proceedings of a trial. Five of the six disagree with the statement that it is highly unlikely that video tape recordings of trials will ever provide meaningful information to anyone. Five agree that there would be a definite advantage to having visual recordings of trials. Four of six disagree with the statement that present techniques for recording trials are sufficiently efficient, but four of six agree with the statement that the present use of records on appeals is sufficiently efficient. Four of six agree that the recording of courtroom proceedings should be modernized to reflect the technology of the times. Five of six disagree with the statement that video tape cannot be depended on for recording events as critical and important as trials. All six agree that experimentation with video recordings of courtroom proceedings is a worthwhile pursuit.

At the November 1, 1969, meeting with the Judges of the Oklahoma Supreme Court, the writer was requested to play the video tape at the annual convention of the Oklahoma Bar Association to be held in Oklahoma City on December 5, 1969, and solicit responses to a similar questionnaire. Results of this administration of the instrument are reported in Table II.

TABLE II  
 ATTITUDINAL STUDY OF THE USE OF  
 CLOSED CIRCUIT TELEVISION IN  
 THE APPELLATE COURT

|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 1. Using video tape would reduce the time loss between the trial court case and the appellate court case                                 | 5              | 8     | 2         | 6        | 4                 |
| 2. Court cases should not be filmed or video taped.  | 2              | 4     | 4         | 8        | 7                 |
| 3. Seeing non-verbal conduct of trial court officials would greatly facilitate the appellate court.                                      | 7              | 10    | 1         | 4        | 2                 |
| 4. The presence of closed circuit television equipment during the trial would tend to intimidate people involved in a trial.             | 4              | 7     | 1         | 12       | 1                 |
| 5. It is possible for a video tape recorder to completely and effectively record the proceedings of a trial.                             | 6              | 7     | 5         | 5        | 2                 |
| 6. It will be a long time before video tape recordings of trials will provide meaningful information to anyone.                          | 2              | 4     | 4         | 10       | 5                 |
| 7. There would be definite advantages to having visual recordings of trials.   | 9              | 11    | 1         | 3        | 1                 |
| 8. The present techniques for recording trials and the use of these records on appeals is sufficiently efficient and effective.          | 0              | 9     | 4         | 9        | 3                 |
| 9. Assuming it is economically feasible, video recordings ought to be a practical method of recording trial court cases.                 | 7              | 10    | 2         | 6        | 0                 |
| 10. There is a need for speeding up appeal procedures but the use of a video tape recorder is not the way to do it.                      | 3              | 8     | 2         | 10       | 1                 |
| 11. The recording of courtroom proceedings should come up to or reflect the technology of the times.                                     | 8              | 15    | 2         | 0        | 0                 |
| 12. Video tape cannot be depended on for events as critical and important as trials.   | 2              | 5     | 1         | 14       | 3                 |
| 13. Experimentation with video recordings of courtroom proceedings is a worthwhile pursuit.  | 13             | 10    | 0         | 2        | 0                 |
| 14. Viewing the non-verbal conduct of trial court officials would add unnecessary variables to an already extremely complicated process. | 0              | 5     | 5         | 11       | 4                 |

Responses to this questionnaire indicate that twenty of the twenty-five respondents agree that there would be definite advantages to having visual recordings of trials. Seventeen of twenty-five agree that seeing non-verbal conduct of trial court officials would greatly facilitate the work of the appellate court. Seventeen agree that, assuming economic feasibility, video recordings ought to be a practical method of recording trial court cases. Twenty-three respondents agree that the recording of courtroom proceedings should reflect the technology of the times. Seventeen of the twenty-five respondents disagree with the statement that video tape cannot be depended on for events as critical and important as trials. Fifteen disagree with the statement that non-verbal conduct of trial court officials would add unnecessary variables to an already extremely complicated process. Twenty-three attorneys agree that experimentation with video recordings of courtroom proceedings is a worthwhile pursuit.

When asked if they favored the use of closed circuit television in appellate court cases, twelve answered in the affirmative, seven in the negative and six were undecided.

After studying the responses to the two questionnaires, the officers of the Oklahoma Bar Association agreed to approve a study designed to measure the comparative effectiveness of closed circuit television and the written transcript in transmitting information concerning trial court proceedings to students enrolled in the College of Law at the University of Oklahoma, Norman, Oklahoma.



### Preparation of the Trial Court Case

On the 21st day of March, 1970, a video tape and a written transcript were made of the trial court case. The trial case used in this study was a reenactment of an actual trial and was held in the District Court of Oklahoma County, State of Oklahoma, before the Honorable Elvin J. Brown, Judge of said Court, and a jury, wherein the plaintiff appeared by his mother and their attorneys, Mr. Raymond Burger and Mr. Ben Lampkin, of Lampkin, Wolfe, and Sokolosky, Oklahoma City, Oklahoma, and the defendant appeared in person and by his attorneys, Mr. Ed Able and John Norman, of Abel and Norman, Oklahoma City, Oklahoma. The case is further identified as No. 171,833, Jimmy Kyle, a minor, et al, plaintiffs, vs George McCaffrey, et al, defendants.

A detailed list of the equipment used to make the video tape is contained in Appendix A.

To provide a better understanding, a diagram showing the placement of equipment is shown in Figure 1.

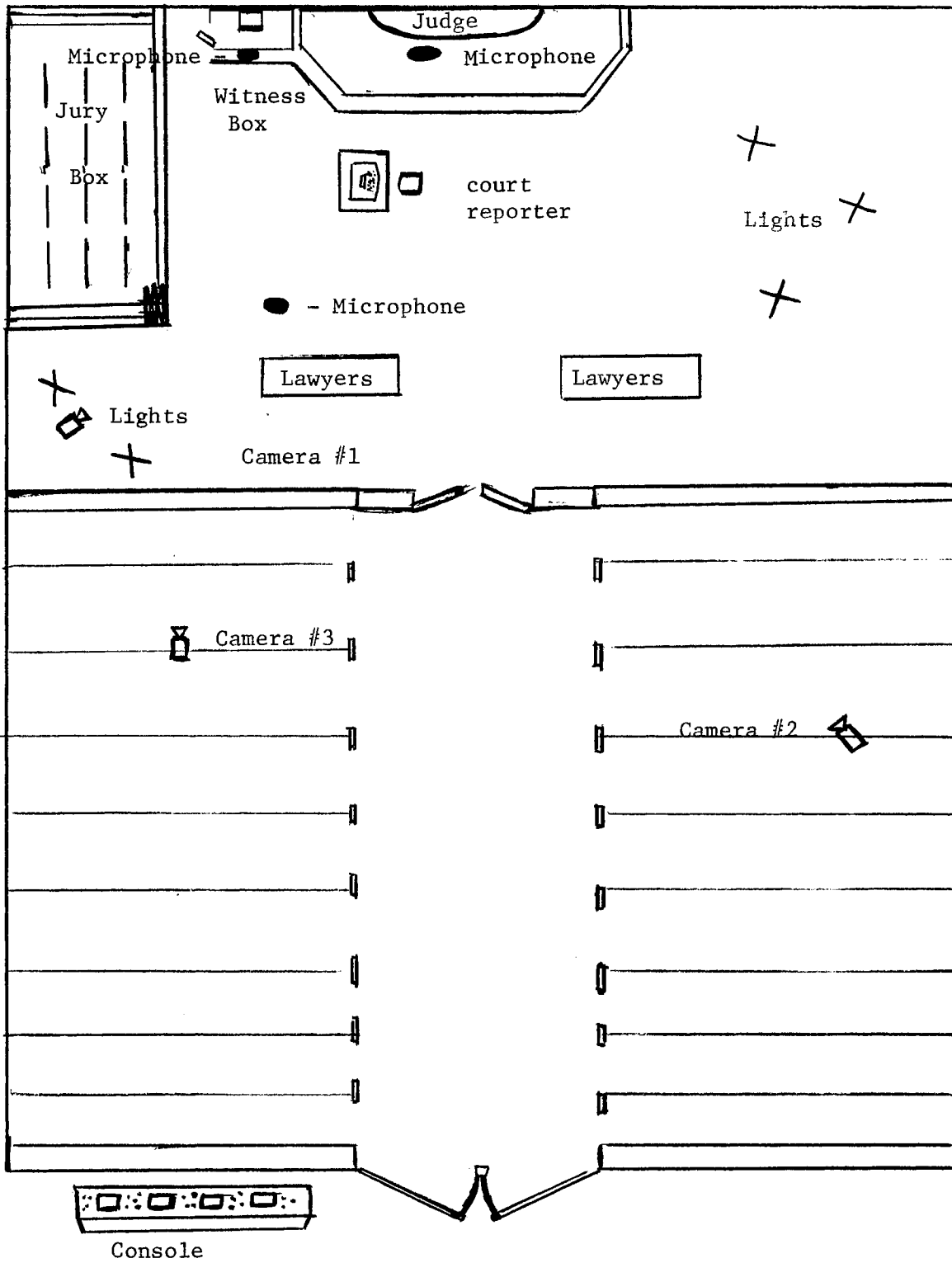


Figure 1. Sketch of University of Oklahoma College of Law Model Courtroom

One camera (#1) was placed to encompass any activity which might occur in front of the witness stand or by the jury box. Another camera (#2) was mounted in such a manner as to include the total courtroom scene. A third camera (#3) was trained on the witness stand. The special effects generator allowed the operator to superimpose a close-up picture of the witness in a small corner of the scene being recorded by either of the other cameras. This "split-screen" technique permitted the video recording to simultaneously show the whole courtroom scene as viewed by the operator plus a close-up picture of the witness. Cameras #2 and #3 were not controlled and, therefore, their video signals were constant, but camera #1 was manned enabling panning and zooming action. An audio communication system permitted commands from the control console to the cameraman. Although it is possible to install cameras remotely controlled from the console, it was not feasible to do so in this study.

Three microphones were used. One was placed in front of the judge, one in front of the witness stand and one between a counselor's desk and the jury box.

#### Population and Sample

The population selected for this study was limited to those enrolled in Law 365, Evidence, in the College of Law at the University of Oklahoma, Norman, Oklahoma, during the spring semester, 1970.

The sample consists of all students who were present in the class on May 6, 1970. There were forty students in attendance and they were randomly assigned to experimental and control groups.

## Collection of Data

In order to determine the effect of viewing a video tape of a trial court proceeding upon the attitude of law students toward the use of closed circuit television in the appellate court, the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" was administered to all participants. It was first administered as a pre-test during the week of April 20, 1970, and later as a post-test immediately following the administration of the Case Test.

On May 6, 1970, the forty participants reported to the lecture room of the University of Oklahoma College of Law. Twenty slips of paper with even numbers and twenty with odd numbers were placed in a box and each participant drew a number.

The students drawing even numbers reported to a classroom where they viewed a video tape of the trial court case. The students drawing odd numbers met in another classroom where each student was given a copy of the written transcript of the trial court case.

For identification purposes in this study, the experimental group (students drawing even numbers) will be designated as Group "A" and the control group (students drawing odd numbers) will be designated as Group "B." Both groups were told that they were participating in an experiment designed to compare the effectiveness of two methods of recording trial court proceedings as training and educational devices, thus reducing any possible "Hawthorne" effect that might otherwise favor Group "A."

When the students in Group "B" completed reading the written transcript their time was marked enabling the writer to correlate time

taken to read the transcript with the Oklahoma Bar Association Case Test score. Students in Group "A" spent 1 hour and 20 minutes viewing the video tape recording. Following the viewing and reading, the Case Test was administered.

#### The Instrumentation

In the attempt to compare the effectiveness of the two methods of recording trial court proceedings, two evaluative instruments were employed. The first instrument described below was designed to measure student acquisition of trial court content. The second evaluative device was designed to measure student attitude toward the use of closed circuit television in the appellate court.

Student knowledge of the content of the trial court case was measured by scores obtained by the administration of a Case Test which was designed by the writer working in cooperation with Mr. Daniel Gibbens, Professor, College of Law, University of Oklahoma, Mr. Marion Opala, Administrator for the Oklahoma Supreme Court, and Mr. Jack Sheehan, Chairman of the Administration of Justice Committee of the Oklahoma Bar Association. The test items were drawn from content as presented in the written transcript.

The Case Test was composed of 46 items and designed to be used by students of law. The test had content validity as determined by Professor Gibbens, Mr. Sheehan and Mr. Opala. "Content validity is the representativeness of sampling adequacy of the content -- the substance, the matter, the topics -- of a measuring instrument."<sup>4</sup> Content

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<sup>4</sup>Fred N. Kerlinger, Foundations of Behavioral Research, (New York, Holt, Rinehart and Winston, Inc., 1964) p. 445.

validity is essentially judgemental. These three gentlemen were selected to judge each item for its relevance, because they were present at the trial court case, they viewed the video tape and read the written transcript, and because their experience and position in the legal profession qualified them as competent judges.

The split-half reliability was .59, as determined by computing a Pearson "r" correlation coefficient between the scores on odd and even items and then applying the Spearman-Brown formula.

Since the test was designed for students in law school by competent professionals, it was deemed applicable to the subjects of this study. The test was not designed to be administered within any specified period of time. A copy of this instrument is in Appendix B.

Student attitude toward the use of closed circuit television in the appellate court was determined by use of the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court."

The instrument was first designed by the writer to be used with the Oklahoma Supreme Court and members of the Oklahoma Bar Association. It was developed for the purpose of obtaining an indication of their attitude toward the use of closed circuit television in recording trial court proceedings. Subsequent to its use with both of these groups, the instrument was deemed appropriate for use with University of Oklahoma College of Law students by Mr. Gibbens, Mr. Opala and Mr. Sheehan.

The questionnaire which was a Likert type summated rating scale consisted of fourteen items, all of which were considered of approximately equal attitude value. **Subjects responded to each** item with degrees of agreement or disagreement. There were

five possible categories of response. Responses that indicated the most favorable attitude toward the use of closed circuit television in appellate courts were weighted as five points; those least favorable were weighted as one point. Scores were summed, providing a maximum score of 70 and a minimum score of 14.

The split-half reliability of this instrument was determined by computing a Spearman rank correlation coefficient between the scores on odd and even items, correcting for ties, and then applying the Spearman-Brown formula. It was found to be .74. A copy of the scale is in Appendix C.

The instrument selected to ascertain similarities between the two groups and to divide each of the two groups into two corresponding ability levels was the Law School Admission Test. This test was prepared by Johnson, Olsen and Winterbottom<sup>5</sup> for the purpose of predicting academic success in law schools. In a report evaluating the effectiveness of the Law School Admission Test as a predictor of first-year academic performance, Pitcher states "the Law School Admission Test tends to be a more effective predictor than the pre-law record."<sup>6</sup> Basically, the test is a graduate level test of ability to read with understanding and discrimination, to reason logically, and to evaluate the relevance of arguments. It contains questions utilizing concepts presented primarily through words, but also through charts, graphs,

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<sup>5</sup>A. Pemberton Johnson, Marjorie A. Olsen, John A. Winterbottom, A Handbook for Law School Deans and Admission Officers, Educational Testing Service, (Princeton, New Jersey April, 1955) p. 9.

<sup>6</sup>Barbara Pitcher, The Law School Admission Test as a Predictor of First-Year Law School Grades, Educational Testing Service (Princeton, New Jersey, June 1965).

tables and a few unconventional geometric figures. Since 1961 two achievement tests -- in writing ability and general background -- have been added to the Law School Admission Test.

The Law School Admission Test was selected because the University of Oklahoma College of Law uses it in the admission program and requires it of all pre-law students. Scores were, therefore, already available for all participants in this study.

In determining similarities between the two groups and in dividing the two groups into two corresponding ability levels, grade point averages were also used.

#### Experimental Design

The experimental design used in this study is the "Experimental Group - Control Group: Randomized Subjects" design in which there is one experimental group and one control group. Kerlinger makes the following statements concerning this design:

1. The control group gives the comparability required by science. Comparisons are essential in all scientific investigation. The classical experimental group - control group design using equated experimental and control groups provides such comparison in an efficient manner, which makes it an intellectual achievement of the first order.
2. The second reason for the virtue of this design is randomization. In order to make the experimental group - control group idea valid, it is necessary for the experimenter to have some assurance that his groups are approximately (statistically) equal on any variables possibly related to the dependent variable or variables.<sup>7</sup>

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<sup>7</sup>Kerlinger, p. 304.



Figure 2 is an illustration of this design. The assumption is that since the control and experimental groups were "equal" before treatment, any differences between the groups after treatment may be attributed to application of the controlled variables.

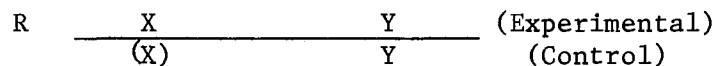


Figure 2. Experimental Group - Control  
Group: Randomized Subjects

Because of the inability of the majority of researchers to achieve randomization of assignment to control and experimental groups, this design is infrequently used in educational research. The writer was in the position of being able to assign students to groups on a random basis.

In order to establish equivalence between Group "A" and Group "B" a single classification analysis of variance was run on Law School Admission Test scores and on Grade Point Averages. Preparatory to the equivalence check a summary of scores which resulted from the administration of the two evaluative instruments, the Law School Admission Test and Grade Point Averages was prepared. This summary was placed in Appendix D. Table III presents the results from an analysis of variance for the Law School Admission Test.

TABLE III  
RESULTS OF ANALYSIS OF VARIANCE FOR  
THE LAW SCHOOL ADMISSION TEST

| Source  | df | SS        | MS         | F      | p     |
|---------|----|-----------|------------|--------|-------|
| Total   | 39 | 252,728.4 | --         | --     | --    |
| Between | 1  | 4,080.4   | 4,080.4    | 0.6235 | > .05 |
| Error   | 38 | 248,648.0 | 6,543.3684 | --     | --    |

The critical  $F_{(1,30)}$  value at the .05 level on a two tailed test is 5.57.<sup>8</sup> The obtained  $F$  of 0.6235 lies well below this level; hence, the null hypothesis is not rejected. The two samples could well have come from the same population or from two populations that have equal variances. Table IV presents the results from an analysis of variance for the Grade Point Averages.<sup>9</sup>

Again the obtained  $F$  value does not approach the critical  $F_{(1,30)}$  value at the .05 level of significance. The null hypothesis is not rejected and, therefore, the random assignment of subjects produced the desired equivalence between the two groups.

As indicated in the limitations of the study, random selection of the sample was not possible. Therefore, generalizations to the population can be made only with caution.

#### Analytical Procedure

In order to test the research hypotheses it was necessary to restate the first three in null form. The remaining four were already in the null form. The first three hypotheses permitted the use of a one tailed test for significance while the remaining four required a two tailed test.

Following are the null hypotheses that were presented, tested and analyzed in this study.

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<sup>8</sup>George W. Snedecor and William G. Cochran, Statistical Methods, Iowa State Univ. Press, Ames, Iowa (1967) p. 567.

<sup>9</sup>The Grade Point Averages included all course work through the second year of Law School. They were computed on a 12 point scale.

TABLE IV  
RESULTS OF ANALYSIS OF VARIANCE FOR THE  
GRADE POINT AVERAGES

| Source  | df | SS       | MS     | F      | p    |
|---------|----|----------|--------|--------|------|
| Total   | 39 | 114.3591 | --     | --     | --   |
| Between | 1  | 1.9487   | 1.9487 | 0.6587 | >.05 |
| Error   | 38 | 112.4104 | 2.9581 | --     | --   |

1. There is no statistically significant difference in learning achieved between University of Oklahoma College of Law students instructed by closed circuit television and University of Oklahoma College of Law students instructed by a written transcript when both methods record the same trial court proceedings.

Single classification analysis of variance on Case Test scores was used to test for significant differences between the means of the two groups. Twenty students were randomly assigned to each group.

2. There is no statistically significant difference in learning achieved between the two corresponding groups of students in the upper ability level whether instructed by closed circuit television or by written transcript.

Case Test scores of the ten students in each group scoring above the subgroup median on the Law School Admission Test were examined by means of the single classification analysis of variance. In the case of the one tie at the median in Group A the two scores were randomly assigned to the above and below median groups. Single classification analysis of variance was also used with the Case Test scores of the ten students in each group above the median on Grade Point Averages.

3. There is no statistically significant difference in learning achieved between the two corresponding groups of students in the lower ability level whether instructed by closed circuit television or written transcript.

Case Test scores of the ten students in each group scoring below the median on the Law School Admission Test were examined by means of the single classification analysis of variance. In the case of the one tie at the median in Group A, the tied scores were randomly assigned to the above and below median groups. Single classification analysis of variance was also used with the Case Test scores of the ten students in each group below the median on Grade Point Averages.

4. There is no statistically significant difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students.

Single classification analysis of variance was used with the scores yielded by the pre-test administration of the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" to all participants.

5. There is no statistically significant difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students when one group has seen a video tape of a trial court case and the other has read the court reporter's written transcript of the same case.

Single classification analysis of variance was used with the scores yielded by the post-test administration of the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" to all participants.

6. Within the group of students viewing the video tape, there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after viewing has occurred.

A correlated "t" test was used with the scores yielded by the pre- and post-test administrations of the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" to those participants in Group A.

7. Within the group of students who read the court reporter's written transcript there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after reading has occurred.

A correlated "t" test was used with the scores yielded by pre- and post-test administrations of the University of Oklahoma College of

Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" to those participants in Group B.

#### Assumptions of Analysis of Variance

In addition to the assumption that the sampling within sets should be random, "another major assumption of analysis of variance is that the variances within the subgroups are homogeneous, i.e., not significantly different among themselves."<sup>10</sup> In this study a test of homogeneity of variance was made by calculating the individual variances of the subgroups and dividing the smallest group variance into the largest group variance. Tables V and VI present the F values obtained from this procedure and the corresponding critical F values at the .05 level of significance.<sup>11</sup>

With the exception of High LSAT Achievement, all F values yielded by dividing the smallest group variance into the largest group variance were less than the Critical F value. Therefore, the null hypothesis cannot be rejected, and it is concluded that the variances are homogeneous.

Even when fairly significant departures from these assumptions may exist, "analysis of variance is sufficiently robust that it will still yield results which may be meaningfully interpreted."<sup>12</sup>

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<sup>10</sup>W. James Popham, Educational Statistics, Use and Interpretation, (Harper and Row) (1967) p. 180.

<sup>11</sup>Snedecor and Cochran, pp. 566.

<sup>12</sup>Popham, p. 179.

TABLE V  
 RESULTS OF TESTS FOR HOMOGENEITY OF VARIANCE  
 BETWEEN GROUPS A AND B FOR LSAT, G. P. A.,  
 TOTAL ACHIEVEMENT, PRE-QUESTIONNAIRE,  
 AND POST-QUESTIONNAIRE

| Source                       | Groups | Variance | Obtained F | Critical F <sub>15, 19</sub> |
|------------------------------|--------|----------|------------|------------------------------|
| Total LSAT                   | A      | 4,553.04 | 1.73       | 2.62                         |
|                              | B      | 7,879.36 |            |                              |
| Total G.P.A.                 | A      | 2.76     | 1.04       | 2.62                         |
|                              | B      | 2.87     |            |                              |
| Total<br>Achievement         | A      | 8.65     | 1.20       | 2.62                         |
|                              | B      | 10.39    |            |                              |
| Total pre-<br>questionnaire  | A      | 36.25    | 1.60       | 2.62                         |
|                              | B      | 58.06    |            |                              |
| Total post-<br>questionnaire | A      | 38.05    | 1.55       | 2.62                         |
|                              | B      | 58.94    |            |                              |



TABLE VI  
 RESULTS OF TESTS FOR HOMOGENEITY OF VARIANCE  
 BETWEEN LOW G.P.A., LOW LSAT, HIGH G.P.A.,  
 AND HIGH LSAT SUBGROUPS OF GROUPS A AND B  
 ON MEASURES OF ACHIEVEMENT

| Source                     | Groups | Variance | Obtained F | Critical $F_{15, 19}$ |
|----------------------------|--------|----------|------------|-----------------------|
| Low G.P.A.<br>Achievement  | A      | 10.04    | 1.12       | 4.03                  |
|                            | B      | 11.29    |            |                       |
| Low LSAT<br>Achievement    | A      | 8.96     | 1.74       | 4.03                  |
|                            | B      | 5.16     |            |                       |
| High G.P.A.<br>Achievement | A      | 5.81     | 1.29       | 4.03                  |
|                            | B      | 7.49     |            |                       |
| High LSAT<br>Achievement   | A      | 2.89     | 4.84       | 4.03                  |
|                            | B      | 14.0     |            |                       |

When the two variances to be compared arise from samples in which two measures for the same subjects compose the data, as in the pre- and post-test comparisons of hypotheses six and seven, there is likely to be some positive correlation between the variances, and the completely randomized analysis of variance F test does not apply. The correlated "t" test<sup>13</sup> was designed for pre- and post-test application.

This chapter has presented the technique employed in developing the two evaluative instruments used in the study. In addition, the sampling methodology and scoring procedures utilized to derive the data necessary to evaluate the feasibility of the hypotheses were discussed. The equipment necessary to conduct the experiments was listed and procedures concerning its use were discussed.

Chapter IV will continue by focusing upon the findings of the evaluations.

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<sup>13</sup>Ibid. p. 152 and 156.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The purpose of this study was to determine if video tapes of court trials are more effective training and educational devices than written transcripts of the same proceedings. The comparison of effectiveness was made in the area of acquisition of information concerning a trial court case. To determine any possible change in attitude toward the use of closed circuit television in the appellate court after viewing a video tape of a court trial, comparisons were also made in the area of attitudes toward the use of closed circuit television in the appellate court.

Two instruments were used to test the hypotheses of the study. The first three hypotheses were tested through analysis of data that resulted from the administration of the Oklahoma Bar Association Case Test. The test contained 46 items, had a split-half reliability coefficient of .59, and was designed for use by College of Law students.

The remaining hypotheses were tested by the University of Oklahoma College of Law attitude instrument, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court." It was a 14 item five-point Likert-type test and was treated essentially as a summated rating scale. It had a possible score range of 14-70 points, which indicated the least to most desirable attitudes, respectively. The

split-half reliability of this instrument was .74.

The members of the sample groups were assigned on a random basis. However, in order to establish equivalence between the experimental and control groups, a single classification analysis of variance was run on Law School Admission Test scores and Grade Point Averages. These summaries were placed in Tables III and IV.

The F test used in the analysis assumed homogeneity of variances. In order to support this assumption a variance check was made. These summaries were placed in Tables V and VI.

Data derived from the test instruments for all groups and subgroups have been placed in Table VII.

In this chapter the presentation and analysis of the data will be reported as they relate to each of the hypotheses examined. Adhering to common practice, the writer accepted or rejected hypotheses at the .05 level of significance.

#### Hypothesis One

There is no statistically significant difference in learning achieved between University of Oklahoma College of Law students instructed by closed circuit television and University of Oklahoma College of Law students instructed by a written transcript when both methods record the same trial court proceedings.

The calculated F value for the analysis was 5.5116. With 1 and 38 degrees of freedom, a F value of 4.10 was needed for significance at the .05 level. Therefore, the null hypothesis was rejected; the students instructed by closed circuit television did score higher on the Case Test than the group instructed by means of a written transcript. Data relevant to this hypothesis are summarized in Table VIII.

TABLE VII  
 MEASURES OF CENTRAL TENDENCY AND  
 DISPERSION FOR ALL GROUPS AND  
 SUBGROUPS ON TESTING  
 INSTRUMENTS

|                              | Group | Mean  | Variance | Standard<br>Deviation |
|------------------------------|-------|-------|----------|-----------------------|
| Total                        | A     | 38.45 | 8.65     | 2.94                  |
| Total                        | B     | 36.10 | 10.39    | 3.22                  |
| High LSAT                    | A     | 40.1  | 2.89     | 1.70                  |
| High LSAT                    | B     | 37.0  | 14.0     | 3.74                  |
| Low LSAT                     | A     | 36.8  | 8.96     | 2.99                  |
| Low LSAT                     | B     | 35.2  | 5.16     | 2.27                  |
| High GPA                     | A     | 39.3  | 5.81     | 2.41                  |
| High GPA                     | B     | 37.1  | 7.49     | 2.74                  |
| Low GPA                      | A     | 37.6  | 10.04    | 3.17                  |
| Low GPA                      | B     | 35.1  | 11.29    | 3.36                  |
|                              |       |       |          |                       |
| Total Pre-<br>Questionnaire  | A     | 54.5  | 36.25    | 6.02                  |
| Total Pre-<br>Questionnaire  | B     | 55.2  | 58.06    | 7.61                  |
| Total Post-<br>Questionnaire | A     | 55.5  | 38.05    | 6.16                  |
| Total Post-<br>Questionnaire | B     | 54.4  | 58.94    | 7.67                  |

Group A was comprised of the students who viewed the video tape.

Group B was comprised of the students who read the written transcript.

TABLE VIII  
TOTAL ACHIEVEMENT BETWEEN  
GROUP A AND GROUP B

| Source  | df | SS      | MS      | F       | p    |
|---------|----|---------|---------|---------|------|
| Total   | 39 | 435.975 | --      | --      | --   |
| Between | 1  | 55.225  | 55.225  | 5.5116* | <.05 |
| Error   | 38 | 380.75  | 10.0197 | --      | --   |

\* Critical  $F_{(1,38)} = 4.10$

### Hypothesis Two

There is no statistically significant difference in learning achieved between two corresponding groups of students in the upper ability level whether instructed by closed circuit television or by written transcript.

When Law School Admission Test scores were used to identify the upper ability levels the calculated F value for the analysis was 5.1207. With 1 and 18 degrees of freedom a F value of 4.41 was needed for significance at the .05 level. Therefore, the null hypothesis was rejected; the upper ability level students instructed by closed circuit television did score higher than those instructed by written transcript.

When grade point averages were used to identify the upper ability levels the calculated F value for the analysis was 3.2752. With 1 and 18 degrees of freedom a F value of 4.41 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected. Data used in testing this hypothesis are summarized in Tables IX and X.

### Hypothesis Three

There is no statistically significant difference in learning achieved between the two corresponding groups of students in the lower ability level whether instructed by closed circuit television or written transcript.

When Law School Admission Test scores were used to identify the lower ability levels the calculated F value for the analysis was 1.6317. With 1 and 18 degrees of freedom a F value of 4.41 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected; there was no difference in learning achieved between the two lower ability level groups.

TABLE IX  
TOTAL ACHIEVEMENT BETWEEN HIGH LSAT  
SUBGROUPS OF GROUPS A AND B

| Source  | df | SS     | MS     | F       | p     |
|---------|----|--------|--------|---------|-------|
| Total   | 19 | 216.95 | --     | --      | --    |
| Between | 1  | 48.05  | 48.05  | 5.1207* | < .05 |
| Error   | 18 | 168.9  | 9.3833 | --      |       |

\* Critical  $F_{(1,18)} = 4.41$



TABLE X  
 TOTAL ACHIEVEMENT BETWEEN HIGH G.P.A.  
 SUBGROUPS OF GROUPS A AND B

| Source  | df | SS     | MS     | F       | p    |
|---------|----|--------|--------|---------|------|
| Total   | 19 | 157.2  | --     | --      | --   |
| Between | 1  | 24.20  | 24.20  | 3.2752* | >.05 |
| Error   | 18 | 133.00 | 7.3888 | --      | --   |

\* Critical  $F_{(1,18)} = 4.41$

When grade point averages were used to identify the lower ability levels the calculated F value for the analysis was 2.6371. With 1 and 18 degrees of freedom a F value of 4.41 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected. Data used in testing this hypothesis are summarized in Tables XI and XII.

#### Hypothesis Four

There is no statistically significant difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students.

The calculated F value for the analysis was .0987. With 1 and 30 degrees of freedom, a F value of 5.57 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected; there was no difference in the attitudes toward the use of closed circuit television in the appellate court between the two groups. Data used in testing this hypothesis are summarized in Table XIII.

#### Hypothesis Five

There is no statistically significant difference in the attitude toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students when one group has seen a video tape of a trial court case and the other has read the court reporter's written transcript of the same case.

The calculated F value for the analysis was .2370. With 1 and 30 degrees of freedom, a F value of 5.57 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected; there was no difference in the attitudes toward the use of closed circuit television in the appellate court between the two groups. Data used in testing this hypothesis are summarized in Table XIV.

TABLE XI  
 TOTAL ACHIEVEMENT BETWEEN LOW LSAT  
 SUBGROUPS OF GROUPS A AND B

| Source  | df | SS     | MS     | F       | p    |
|---------|----|--------|--------|---------|------|
| Total   | 19 | 154.00 | --     | --      | --   |
| Between | 1  | 12.80  | 12.80  | 1.6371* | >.05 |
| Error   | 18 | 141.20 | 7.8444 | --      | --   |

\* Critical  $F_{(1,18)} = 4.41$

TABLE XII

TOTAL ACHIEVEMENT BETWEEN LOW G.P.A.  
SUBGROUPS OF GROUPS A AND B

| Source  | df | SS     | MS    | F       | p    |
|---------|----|--------|-------|---------|------|
| Total   | 19 | 244.55 | --    | --      | --   |
| Between | 1  | 31.25  | 31.25 | 2.6371* | >.05 |
| Error   | 18 | 213.30 | 11.85 | --      | --   |

\* Critical  $F_{(1,18)} = 4.41$

TABLE XIII  
TOTAL PRE-TEST ATTITUDES BETWEEN  
GROUPS A AND B

| Source  | df | SS      | MS      | F      | p    |
|---------|----|---------|---------|--------|------|
| Total   | 39 | 1891.10 | --      | --     | --   |
| Between | 1  | 4.90    | 4.90    | .0987* | >.05 |
| Error   | 38 | 1886.20 | 49.6368 | --     | --   |

\* Critical  $F_{(1,30)} = 5.57$

TABLE XIV  
TOTAL POST-TEST ATTITUDES BETWEEN  
GROUPS A AND B

| Source  | df | SS      | MS      | F      | p    |
|---------|----|---------|---------|--------|------|
| Total   | 39 | 1951.90 | --      | --     | --   |
| Between | 1  | 12.10   | 12.10   | .2370* | >.05 |
| Error   | 38 | 1939.80 | 51.0473 | --     | --   |

\* Critical  $F_{(1,30)} = 5.57$

### Hypothesis Six

Within the group of students viewing the video tape, there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after viewing has occurred.

The calculated  $t$  value for the analysis was .8991. With 19 degrees of freedom, a  $t$  value of 2.093 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected; there was no difference.

### Hypothesis Seven

Within the group of students who read the court reporter's written transcript there is no significant difference in the attitude toward the use of closed circuit television in the appellate court before and after reading has occurred.

The calculated  $t$  value for analysis was .9913. With 19 degrees of freedom, a  $t$  value of 2.093 was needed for significance at the .05 level. Therefore, the null hypothesis was not rejected; there was no difference.

### Summary

In summary, it was concluded that research hypothesis one was tenable. Research hypothesis two was also tenable when Law School Admission Test scores were used to identify the upper ability levels of students. When Grade Point Averages were used, however, research hypothesis two was not tenable. Research hypothesis three was not found to be acceptable.

Because we failed to reject the null hypotheses, research hypotheses four, five, six and seven, which were originally stated in the null form, were acceptable.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The intent of this study was to determine if video tapes of court trials are more effective training and educational devices than written transcripts of the same proceedings. A video tape and written transcript were made of a trial court case. Forty students enrolled in Law 365, Evidence, at the University of Oklahoma College of Law in Norman, Oklahoma, were randomly assigned to experimental and control groups. The experimental group (Group A) viewed the video tape while the control group (Group B) read the written transcript. Following the viewing and reading an Oklahoma Bar Association Case Test was administered.

In the attempt to compare the effectiveness of the two methods of recording trial court proceedings, two evaluative instruments were employed. The Oklahoma Bar Association Case Test was designed to measure student acquisition of trial court content and the University of Oklahoma College of Law questionnaire, "Attitudinal Study of the Use of Closed Circuit Television in the Appellate Court" was designed to measure student attitude toward the use of closed circuit television in the appellate court. The latter was administered to all participants as a pre-test before viewing the tape or reading the transcript had occurred and again as a post-test after viewing and reading had occurred.



The findings of the study are summarized below:

#### Hypothesis One

Hypothesis one stated that University of Oklahoma College of Law students instructed by closed circuit television would score higher on the Oklahoma Bar Association Case Test than would another group instructed by means of a written transcript. The hypothesis was supported.

#### Hypothesis Two

Hypothesis two stated that between two corresponding groups of students in the upper ability level the group instructed by closed circuit television would score higher on the Case Test than would the group instructed by means of a written transcript. When Law School Admission Test scores were used to identify the upper ability levels, the hypothesis was supported. However, when Grade Point Averages were used to identify the upper ability levels the hypothesis was not supported.

#### Hypothesis Three

Hypothesis three stated that between two corresponding groups of students in the lower ability level the group instructed by closed circuit television would score higher on the Case Test than would the group instructed by means of the written transcript. The hypothesis was not supported.

#### Hypothesis Four

Hypothesis four stated that there would be no difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students. The hypothesis was supported.

#### Hypothesis Five

Hypothesis five stated that there would be no difference in the attitudes toward the use of closed circuit television in the appellate court between two groups of randomly assigned University of Oklahoma College of Law students when one group has seen a video tape of a trial court case and the other has read the court reporter's written transcript of the same case. The hypothesis was supported.

#### Hypothesis Six

Hypothesis six stated that within the group of students viewing the video tape there would be no difference in the attitude toward the use of closed circuit television in the appellate court before and after viewing has occurred. The hypothesis was supported.

#### Hypothesis Seven

Hypothesis seven stated that within the group of students who read the court reporter's written transcript there would be no difference in the attitude toward the use of closed circuit television in the appellate court before and after reading has occurred. The hypothesis was supported.

The single classification analysis of variance F test for significance of difference was used in testing the first five hypotheses. The correlated t test for dependent samples was used to test the last two. Significance was tested at the .05 level. Before calculating for significance difference the underlying assumptions of homogeneity of variance were satisfied.

### Conclusions

The following conclusions were derived from this study:

1. Video tape recordings of court trials are more effective training and educational devices than written transcripts when used with students enrolled in Law 365, Evidence, in the College of Law at the University of Oklahoma, Norman, Oklahoma.

2. Students enrolled in Law 365, Evidence, in the College of Law at the University of Oklahoma demonstrated no significant difference in attitude change toward the use of closed circuit television in the appellate court after viewing a video tape of a trial court proceeding had occurred.

### Recommendations

As a result of this study the following recommendations have been made:

1. The split-half reliability of the two evaluative instruments used in this study was not high. Additional research directed toward the establishment of more reliable instruments is recommended.

2. The population of this study included only those students who were required to take Law 365, Evidence, in the College of Law at the

University of Oklahoma, Norman, Oklahoma. Comparisons between other sample groups may or may not be supportive. Additional investigation which would replicate this study, with sample groups from other populations is recommended.

3. The measure of learning attained consisted of a paper and pencil test drawn from the content of one trial court case. It is recommended that research using a design similar to the one used in the present study but extending over a longer period of time and involving a greater number of trial court cases be conducted to determine the effectiveness of the two methods.

4. It is recommended that the University of Oklahoma College of Law faculty take the leadership in developing a library of appropriate video tapes depicting different kinds of trials for use in the classroom.

5. It is recommended that the Oklahoma Bar Association continue to support experiments designed to determine the feasibility of utilizing closed circuit television to reduce the time lost between the trial court case and the appellate court case and to describe the non-verbal behavior of court officials and witnesses.

6. It is recommended that the Oklahoma Bar Association undertake a study of the role of the court reporter. The study should take into consideration recent advances in technology and perhaps suggest some new dimensions for the training of court executives.

Closed circuit television seems to be particularly appropriate for utilization by those who are concerned with the development of programs of study for students of law. In addition to providing teaching materials for Colleges of Law, however, video tape recordings

of trial court proceedings could possibly speed the administration of justice by reducing the time lost between the trial court case and the appellate court case. William M. Madden, Assistant Director of the Administrative Office of the Illinois Courts, recently stated:

. . . among the most bothersome concerns for reviewing courts is the frequent long delays between the date of final judgement in the trial court and the date on which the record is filed with the reviewing court. In an appeal of a criminal case, the old saying, 'justice delayed is justice denied' is very true. Few judges grant appeal bonds to convicted criminals. If the conviction is reversed the defendant has been, in some cases, cooling his heels in jail for up to two years. His conviction should have been appealed and if error found reversed much quicker than that.<sup>1</sup>

A video tape recording of trial court proceedings could be delivered to a reviewing court within hours after judgement. Video tapes also describe with accuracy the non-verbal behavior of court officials and witnesses.

Supporters of the electronic recording systems insist that personnel already available can perform the recording duties in addition to their other tasks. It has been suggested, for instance, that the deputy clerk or bailiff could perform these duties. The Honorable Warren Burger, Chief Justice of the United States Supreme Court, has stressed the need for more court administrators. As court administrators become regular members of the judicial team they no doubt will analyze the role of the court reporter, deputy clerk and bailiff before suggesting the utilization of additional auxiliary personnel.

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<sup>1</sup>William M. Madden, Interim Report to the Supreme Court of Illinois, (November 1968) p. 18.

One thing seems clear, closed circuit television is in a position to make essential and vital contributions toward meeting today's pressing judicial problems and toward adapting the content and methods of law education to the rapid changes of modern society.

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APPENDIX A

CLOSED CIRCUIT TELEVISION EQUIPMENT  
USED TO RECORD TRIAL COURT CASE

Audio Equipment

| <u>No.</u> | <u>Description</u>  |
|------------|---|
| (1)        | One four channel audio mixer<br>Specifications:<br>Shure<br>High-low impedance selector<br>Cannon terminals on balanced input<br>Cannon terminal on one output<br>Standard audio terminal on one output |
| (2)        | Three omni directional microphones<br>Specifications:<br>Shure<br>Cannon terminals<br>Shielded audio cable - two conductors   |
| (3)        | Three microphone stands with microphone holders<br>Specifications:<br>Ball<br>Extendable  |

Video Equipment

|     |  |
|-----|--|
| (3) | Three video cameras<br>Specifications:<br>Sony CVC 2100A<br>Zoom lens 20 x 80 mm F 2.5<br>View sony for CVC 2100A                  |
| (1) | One special effects generator or mixer-fader<br>Specifications:<br>Sony SEG-1<br>2:1 interlace<br>Sync. selector external-internal |
| (1) | One video tape recorder<br>Specifications:<br>Sony VTR 2100 1/2"<br>Horizontal resolution 300 lines                                |

## APPENDIX A (CONTINUED)

| <u>No.</u> | <u>Description</u>  |
|------------|---|
| (4)        | Four video monitor tv receivers<br>Specifications:<br>Sony 18" portable<br>8 pin connector<br>UHF terminals<br>3 of the four video monitor tv receivers connect directly to video output on special effects generator. The UHF connectors connect to camera 1-2-3 outputs.<br>1 of the four video monitor tv receivers connects to 8 pin connector on video tape recorder |
| (1)        | One lighting kit<br>Specifications:<br>Lowell<br>(3) bulb holders<br>(3) stands adj. height<br>(3) 500 watt photo bulbs   |

APPENDIX B

OKLAHOMA BAR ASSOCIATION CASE TEST

Oklahoma State University  
May, 1970

The material covered by this test is the record of the first part of a trial, specifically, the opening statements on both sides and the plaintiff's evidence in chief. Select the answers that seem most nearly correct.

This test consists of 23 multiple-choice items and 23 true-false items. An answer sheet is provided.

Questions 1 through 23 will be answered by crossing out the correct alternative.

1. The number of witnesses that testified for the plaintiff was  
(a) two      (b) three      (c) four      (d) five
2. The number of accidents Officer Jackson testified that he had investigated was  
(a) less than 100      (c) a little over 10,000  
(b) a little over 1,000      (d) none of the above
3. Officer Jackson's experience included  
(a) training at the Highway Patrol Trooper School  
(b) a three month course on accident investigation given at O.U.  
(c) a Traffic Institute at the University of Illinois  
(d) all of the above
4. The accident occurred  
(a) at an intersection of two 2-lane roads  
(b) at an intersection of a 4-lane road with a 2-lane road  
(c) adjacent to the merging traffic lane of a 4-lane road  
(d) adjacent to a parked road grader

## APPENDIX B (CONTINUED)

5. In the opening statements, an objection was sustained to
  - (a) plaintiff's counsel's attempt to inform the jury on the law of negligence
  - (b) plaintiff's counsel's attempt to inform the jury on the law of agency
  - (c) defendant's counsel's attempt to inform the jury on the law of negligence
  - (d) defendant's counsel's attempt to inform the jury on the law of agency.
  
6. Officer Jackson testified that the highway on which defendant was driving was used
  - (a) freely
  - (b) frequently
  - (c) considerably
  - (d) rarely
  
7. As to her pregnancy at the time of the accident and the subsequent birth, plaintiff testified that she remembered
  - (a) and described both the pregnancy and the birth
  - (b) the pregnancy but not the birth
  - (c) the birth but not the pregnancy
  - (d) neither the pregnancy nor the birth
  
8. Officer Jackson testified that he determined the point of impact by
  - (a) observing certain skid marks made prior to impact
  - (b) observing certain skid marks made following impact
  - (c) an examination of debris at the site of the accident
  - (d) two or more of the above
  
9. The record shows that
  - (a) the video tape never ran out
  - (b) when the video tape ran out, the judge merely asked the witness to stop testifying until the next reel was ready
  - (c) when the video tape ran out, the judge declared a short recess
  - (d) when the video tape ran out, the rest of the trial was not recorded

## APPENDIX B (CONTINUED)

10. Dr. Polk testified that
- (a) additional corrective surgery might work a significant improvement in the condition of plaintiff's child
  - (b) improvement in the plaintiff's child, due to the additional corrective surgery was quite unlikely
  - (c) the condition of plaintiff's child would continue to deteriorate during the child's lifetime
  - (d) he had no opinion regarding any such improvement or deterioration in the future
11. The accident happened
- (a) south of Altus
  - (b) south of Lawton
  - (c) north of Altus
  - (d) north of Lawton
12. Immediately following a question put to the witness by one of the jurors,
- (a) the judge directed the witness to answer the question
  - (b) the judge admonished the jury that their role was to listen carefully and not ask questions
  - (c) the judge encouraged the jury to ask more questions
  - (d) there was no such question asked by a juror
13. At the time of the accident, defendant was driving on a new 4-lane highway
- (a) which had not yet been opened to the public
  - (b) two lanes of which were closed for repairs
  - (c) which had been opened to the public within the preceding month
  - (d) none of the above
14. Plaintiff testified that at the time of the accident she had been pregnant for
- (a) 1 1/2 months
  - (b) 4 1/2 months
  - (c) 8 1/2 months
  - (d) none of the above
15. Dr. Polk first examined plaintiff's child when the child was age
- (a) 3 months
  - (b) 1 1/2 years
  - (c) 13 years
  - (d) 16 years
16. Officer Jackson testified that the surface of the road on which plaintiff's vehicle was traveling was
- (a) dirt
  - (b) gravel
  - (c) cement
  - (d) asphalt

## APPENDIX B (CONTINUED)

17. The person driving the vehicle in which plaintiff was riding at the time of the accident was
- (a) plaintiff's husband
  - (b) a friend of plaintiff's
  - (c) the husband of another couple who were friends of plaintiff
  - (d) plaintiff herself
18. Dr. Polk's specialty was
- (a) obstetrics
  - (b) orthopedics
  - (c) internal medicine
  - (d) general medicine
19. Dr. Polk's diagnosis of plaintiff's child included
- (a) brain damage residuals
  - (b) brain damage caused before birth
  - (c) permanent disability
  - (d) all of above
20. According to Dr. Polk, "the classical triad" of brain injury is
- (a) palsy, speech difficulty and convulsions
  - (b) palsy, speech difficulty and partial paralysis of one or more extremities
  - (c) convulsions, impaired mentality and asthma
  - (d) confulsions, impaired mentality and palsy
21. According to the deposition, McCaffrey wanted to show the car to his
- (a) wife
  - (b) son
  - (c) brother
  - (d) brother-in-law
22. The deposition of Mr. Smith showed that he had let defendant McCaffrey have the car so that McCaffrey could
- (a) get the engine examined by a mechanic friend
  - (b) try to sell it
  - (c) get to Wichita Falls that night
  - (d) decide if he wanted to buy the car
23. Dr. Polk testified that at the time of the accident an average fetus would have had a crown to rump length of approximately
- (a) one inch
  - (b) two inches
  - (c) four inches
  - (d) eight inches

## APPENDIX B (CONTINUED)

Questions 24 through 46 will be answered true-false by crossing out (a) if the statement is true and crossing out (b) if the statement is false.

24. According to Dr. Polk's testimony, an embryo as young as the one in the accident, is ordinarily not capable of living outside the mother's womb.
25. Officer Jackson testified that the highway on which defendant was driving was closed to the public.
26. Plaintiff's child commenced his schooling at the normal school age.
27. Officer Robinson assisted Officer Jackson with the investigation at the scene of the accident.
28. Only one of the southbound lanes on which defendant was driving was blocked by a "Road Closed" sign.
29. Plaintiff testified that she had no independent recollection of the accident.
30. In Officer Jackson's opinion, both vehicles were traveling within the speed limits.
31. The hospital records covering plaintiff's care following the accident were referred to by Dr. Polk as part of the history.
32. Dr. Polk's diagnosis was based in part on a written report by the doctor who supervised her pregnancy.
33. Judge Brown told the jury that he sometimes wondered why the history reported by a patient to a doctor should be admissible.
34. At age 13, plaintiff's child used his fingers in working simple arithmetic problems.
35. Defendant's counsel asserted that the history testified to by Dr. Polk in this case was hearsay on hearsay.
36. There is no direct testimony in this record that defendant was driving in a negligent way at the time of the accident.
37. Dr. Polk's testimony about the time of the operation on plaintiff's child is consistent with plaintiff's testimony.
38. Dr. Polk did not know whether plaintiff had been subjected to excessive x-ray radiation during her hospitalization following the accident.

## APPENDIX B (CONTINUED)

39. There is no testimony in this record regarding whether the driver of the car in which plaintiff was riding stopped before proceeding into the intersection where the accident occurred.
40. Dr. Polk testified that plaintiff's child's symptoms were equally consistent with cerebral palsy and prenatal brain damage.
41. At the time of the examination, Dr. Polk did not know that plaintiff had filed a lawsuit for a large sum of money.
42. An objection was sustained to that portion of defendant's opening statement in which counsel attempted to discuss the quality of plaintiff's hospital care.
43. Dr. Polk stated that he had testified at the Industrial Court a great number of times at the request of plaintiff's attorney.
44. Dr. Polk testified that plaintiff's Cesarean section was necessary because of a pelvin condition unrelated to the accident.
45. Dr. Polk stated that his examination of plaintiff's child occurred because of referral by plaintiff's attorney.
46. Dr. Polk reasoned that it was unlikely that plaintiff's child received a head injury at time of birth because the delivery was by Cesarean section.



APPENDIX C

University of Oklahoma  
College of Law Questionnaire

ATTITUDINAL STUDY OF THE USE OF  
CCTV IN THE APPELLATE COURT

Oklahoma State University  
May, 1970

This questionnaire is part of an effort to study the practicability and usefulness of making video tape recordings of trials. The answers you give to these items will help us learn your opinions regarding closed-circuit television recording of court cases.

The information obtained in these questionnaires will be reported as statistical relationships. Individual feelings will not be expressed in this study. In order to establish statistical relationships, your response is needed on every item.

NAME \_\_\_\_\_

GROUP \_\_\_\_\_

Please indicate your response to an item by circling one of these choices:

- SA = Strongly agree
- A = Agree
- U = Undecided
- D = Disagree
- SD = Strongly Disagree

When you have completed the questionnaire, please go over each item to make sure that you have answered all of them. Thank you for your cooperation.

## APPENDIX C (CONTINUED)

- |    |   |   |   |    |     |  |
|----|---|---|---|----|-----|--|
| SA | A | U | D | SD | 1.  | Using video tape would reduce the time lost between the trial court case and the appellate court case.                               |
| SA | A | U | D | SD | 2.  | Seeing non-verbal conduct of trial court officials would greatly facilitate the appellate court.                                     |
| SA | A | U | D | SD | 3.  | Court cases should not be filmed or video taped.   |
| SA | A | U | D | SD | 4.  | It is possible for a video tape recorder to completely and effectively record the proceedings of a trial.                            |
| SA | A | U | D | SD | 5.  | The presence of closed circuit television equipment during the trial would tend to intimidate people involved in a trial.            |
| SA | A | U | D | SD | 6.  | It will be a long time before video tape recordings of trials will provide meaningful information to anyone.                         |
| SA | A | U | D | SD | 7.  | The present techniques for recording trials and the use of these records on appeals is sufficiently efficient and effective.         |
| SA | A | U | D | SD | 8.  | Assuming it is economically feasible, video recordings ought to be a practical method of recording trial court cases.                |
| SA | A | U | D | SD | 9.  | There is a need for speeding up appeal procedures but the use of a video tape recorder is not the way to do it.                      |
| SA | A | U | D | SD | 10. | Experimentation with video recordings of courtroom proceedings is a worthwhile pursuit.  |
| SA | A | U | D | SD | 11. | Video tape cannot be depended upon for events as critical and important as trials.   |
| SA | A | U | D | SD | 12. | There would be definite advantages to having visual recordings of trials.  |
| SA | A | U | D | SD | 13. | The recording of courtroom proceedings should come up to or reflect the technology of the times.                                     |
| SA | A | U | D | SD | 14. | Viewing the non-verbal conduct of trial court officials would add unnecessary variables to an already extremely complicated process. |
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APPENDIX D - SUMMARY OF SCORES  
GROUP B WRITTEN TRANSCRIPT

| Student | LSAT Scores | G.P.A. | Pre-Test Questionnaire | Case Test | Post-test Questionnaire | TIME REQUIRED TO READ TRANSCRIPT |
|---------|-------------|--------|------------------------|-----------|-------------------------|----------------------------------|
| 1       | 629         | 8.534  | 49                     | 37        | 49                      | 31 minutes                       |
| 2       | 479         | 5.932  | 32                     | 32        | 36                      | 35 minutes                       |
| 3       | 662         | 9.254  | 57                     | 40        | 56                      | 35 minutes                       |
| 4       | 618         | 8.148  | 62                     | 33        | 63                      | 35 minutes                       |
| 5       | 529         | 4.428  | 46                     | 31        | 41                      | 36 minutes                       |
| 6       | 447         | 7.784  | 45                     | 35        | 40                      | 37 minutes                       |
| 7       | 588         | 4.982  | 59                     | 34        | 57                      | 40 minutes                       |
| 8       | 400         | 5.446  | 58                     | 35        | 59                      | 40 minutes                       |
| 9       | 511         | 5.172  | 52                     | 35        | 53                      | 42 minutes                       |
| 10      | 477         | 7.706  | 68                     | 36        | 62                      | 42 minutes                       |
| 11      | 522         | 5.795  | 54                     | 38        | 56                      | 45 minutes                       |
| 12      | 549         | 4.491  | 57                     | 42        | 64                      | 45 minutes                       |
| 13      | 669         | 8.413  | 59                     | 43        | 59                      | 46 minutes                       |
| 14      | 560         | 5.813  | 60                     | 39        | 58                      | 46 minutes                       |
| 15      | 681         | 7.808  | 63                     | 35        | 64                      | 48 minutes                       |
| 16      | 366         | 4.310  | 53                     | 32        | 54                      | 50 minutes                       |
| 17      | 405         | 7.188  | 59                     | 37        | 51                      | 51 minutes                       |
| 18      | 506         | 7.540  | 60                     | 39        | 59                      | 55 minutes                       |
| 19      | 587         | 10.200 | 57                     | 36        | 52                      | 55 minutes                       |
| 20      | 511         | 5.703  | 54                     | 33        | 55                      | 56 minutes                       |
| Total   |             |        | 1,104                  | 722       | 1,088                   |                                  |

APPENDIX D SUMMARY OF SCORES (CONTINUED)  
GROUP A VIDEO

| Student | LSAT Scores | G.P.A. | Pre-test Questionnaire | Case Test | Post-test Questionnaire | TIME REQUIRED TO VIEW VIDEO TAPE |
|---------|-------------|--------|------------------------|-----------|-------------------------|----------------------------------|
| 21      | 571         | 8.438  | 59                     | 42        | 59                      | 1 hr. 20 minutes                 |
| 22      | 589         | 10.020 | 57                     | 38        | 54                      | "                                |
| 23      | 457         | 3.758  | 63                     | 43        | 59                      | "                                |
| 24      | 516         | 4.584  | 57                     | 36        | 56                      | "                                |
| 25      | 613         | 6.410  | 52                     | 40        | 54                      | "                                |
| 26      | 544         | 7.595  | 53                     | 37        | 54                      | "                                |
| 27      | 564         | 5.066  | 54                     | 40        | 54                      | "                                |
| 28      | 435         | 5.054  | 52                     | 33        | 52                      | "                                |
| 29      | 513         | 6.245  | 56                     | 35        | 56                      | "                                |
| 30      | 519         | 7.903  | 49                     | 41        | 61                      | "                                |
| 31      | 565         | 6.696  | 56                     | 43        | 49                      | "                                |
| 32      | 560         | 7.108  | 51                     | 41        | 51                      | "                                |
| 33      | 541         | 6.220  | 50                     | 40        | 51                      | "                                |
| 34      | 541         | 4.615  | 49                     | 33        | 63                      | "                                |
| 35      | 374         | 5.606  | 66                     | 37        | 68                      | "                                |
| 36      | 556         | 7.898  | 58                     | 39        | 52                      | "                                |
| 37      | 511         | 3.972  | 42                     | 37        | 42                      | "                                |
| 38      | 386         | 8.213  | 67                     | 37        | 69                      | "                                |
| 39      | 393         | 4.260  | 50                     | 36        | 53                      | "                                |
| 40      | 544         | 6.157  | 49                     | 41        | 53                      | "                                |
| Total   |             |        | 1,090                  | 769       | 1,110                   |                                  |

VITA

Wesley Winchester Beck, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: THE COMPARATIVE EFFECTS OF TWO METHODS OF RECORDING TRIAL COURT PROCEEDINGS UPON THE LEARNING ACHIEVED BY UNIVERSITY OF OKLAHOMA COLLEGE OF LAW STUDENTS (VIDEO TAPE - WRITTEN TRANSCRIPT)

Major Field: Educational Administration

Biographical:

Education: Received the Bachelor of Science Degree from the University of Oklahoma, Norman, Oklahoma, in 1957; received the Master of Education Degree from the University of Oklahoma, Norman, Oklahoma, in 1959; received the Professional Diploma from Columbia University, Teachers College, New York, New York, in 1963; completed requirements for the Doctor of Education Degree in May, 1971.

Professional Experience: Teacher in Oklahoma City Public Schools, 1957-1959; Counselor and Director of Guidance, Washington District Schools, Bethel, Kansas, 1960-1962; Principal, Washington High School, Bethel, Kansas (summer school), 1961-1963; Assistant Principal, Washington High School, Bethel, Kansas, 1962-1964; Principal, Parsons High School, Parsons, Kansas, 1964-1966; Assistant Superintendent, Parsons District Schools, and Executive Director of an ESEA Title III Project, Labette County Educational Improvement Center, Parsons, Kansas, 1966-1968; Assistant Superintendent, Stillwater City Schools, Stillwater, Oklahoma, 1968-present.

Professional Publications: Author of "Home Room Use of Student Planning Boards," Student Life Highlights, November, 1962; Co-Author of "Cooperative Plan for Guidance and Admission to College," Kansas Guideposts, November, 1963; Author of "Middle Sized Schools Can Teach With Television Too," Oklahoma Teacher, October, 1969.

Professional and Honorary Organizations: Member of the National Education Association; Department of Audio Visual Instruction; National Association of Educational Broadcasters; Oklahoma Education Association; Stillwater Education Association; Phi Delta Kappa; State and National Association of Supervision and Curriculum Development.