Classroom Technology Reviews

Richard Duhrkopf
Department Editor

Rachel Hays
Department Editor

The Development of Plants: (1) Simple Photosynthetic Organisms—from Algae to Ferns, (2) Seed Plants—Gymnosperms and Angiosperms and **(3) How Plants Are Classified.** 1999. Clearvue/eav (6465 North Avondale Ave., Chicago, IL 60631-1996, 800-253-2788, FAX 800-444-9855, www.clearvue.com). Three Hybrid CDs. Purchase $75 each. CD.

System Requirements

Macintosh
- 68040 processor or later
- 12 MB RAM
- System 7.5 or later
- 256-color monitor
- 2X CD-ROM drive

Windows
- 486DX/66MHz processor or better
- 8 MB RAM
- 256-color monitor
- sound card
- 2X CD-ROM drive

Video files in this set of CDs did not play on my computer with the included version of the playback program, but did play with the latest version of the program from the Internet. There are more substantial reasons than the inclusion of a beta version of the video playback program that will probably lead you to look elsewhere for computer-based botany lessons.

The program resembles a filmstrip with audio and written text beneath the pictures. Yes, there are some other features that might be valuable, for example a customizable quiz and a glossary. There is even a grade book program that you can install on your hard drive. However, with the exception of the quiz opportunity, the program does not actively involve students. In addition to actively involving the student, a good program should engagingly present the appropriate content. Details of plant reproduction, with the accompanying vocabulary, seem misplaced in junior high school.

Although excellent photos appear throughout the programs, many photos and diagrams fail for a variety of reasons. Some pictures include far more than the material meant to be illustrated or are not closely related to the topic of discussion; for example, New Zealand flax plant is labeled "lignin," a cushion of moss gametophytes is labeled "rhizoids," and liverwort archegoniophores are shown for a discussion of archegonia and antheridia. Some pictures seem to be misplaced or incorrectly identified; for example, liverwort archegoniophores are shown during presentation of information about horsetail gametophytes, liverwort gemmae cups are shown during a discussion of sexual reproduction in ferns, and a member of the Division Chlorophyta is identified as cyanobacteria. Other failures include no clear image of the topic (dinoflagellates) and incorrect representation of structures in diagram (female reproductive structures in flowering plants). It is not difficult to find many similar problems in the content of this set.

Rachel Hays
Wanganui
New Zealand

Habitats: Realm of the Tiger. 1998. Exxon Corporation, Irving, Texas. Two 50-minute videos, overhead transparencies, teaching aids, and teacher's guide. Purchase $40.00.

Exxon Corporation in cooperation with the National Geographic society has produced a complete package of educational materials centers about tigers and how tigers relate to the larger view of endangered species, environmental concerns, wildlife preservation, and human/animal coexistence. The material is aimed at middle school students, grades 5 through 9, but with careful selection could provide activities for both younger and older audiences. The package is complete containing two National Geographic videos (Land of the Tiger and Tigers in the Snow), a collection of 40 color transparencies, teachers guide, posters, activity sheets, flash cards, and trivia information. One video deals with tigers in India and the other with Serbian tigers. In addition there are maps showing habitat ranges and the depletion of these ranges over the past century. The material is excellent and the videos informative with the superb photography characteristic of the National Geographic Society. The transparencies, too, are colorful and sharp. Each comes with a brief explanation detailing what is represented. The teachers guide, approximately 100 pages, is divided into 10 separate areas: classification, biomes, habitats, populations, adaptations, predator/prey, life cycles, scientific inquiry, conservation, and reflection. The guide leaves nothing to chance. Each lesson contains appropriate background information, stated objectives, an activity time line (materials, pre-preparation, procedures, handouts, questions), assessment considerations, and references.

Each activity is targeted for specific sections in the videos, for specific transparencies, and for activity sheets and other handout materials. Master copies of these materials on quality stock are provided for duplication. Incorporated within the activities are group assignments, class discussions,

Richard Duhrkopf, an editor of Classroom Technology Reviews, is Associate Professor and Director of Graduate Studies of Biology at **Baylor University, Waco, TX 76798; e-mail: rick-_duhrkopf@baylor.edu.** He teaches introductory biology for majors and nonmajors and advanced genetics and also serves as director of Biological Computing. He has a B.S. in zoology and an M.S. and Ph.D. in genetics, all from Ohio State University. He has been active in the development of a wide variety of educational software.

Rachel Hays is the editor of the Audio Visual Reviews section of *ABT*. She holds a Ph.D. in botany from the University of California, Davis, and has taught courses at the college level. With a B.S. from San Diego State University, Hays went on to the University of California, Davis, for her M.S. degree. For several years, Hays conducted research for the Natural Resources Ecology Laboratory at Fort Collins, CO, studying nutrient cycling and soil organisms. She has published articles in several popular and scientific periodicals. She can be reached through **NABT, 11250 Roger Bacon Dr., #19, Reston, VA 20190** or at **69 Matai St., Wanganui, New Zealand; e-mail: hays_r@compuserv.com.**