CALIFORNIA STATE UNIVERSITY, NORTH RIDGE

TWO SELF-TEACHING VIDEO CASSETTES
ON THE OPERATION AND MAINTENANCE OF THE
FRESNEL AND ELLIPSOIDAL SPOTLIGHT

An abstract submitted in partial satisfaction of the
requirements for the degree of Master of Arts in
Theatre

by

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ABSTRACT

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Since the typical beginning lighting class has a large enrollment, and scheduled laboratory time is strictly limited, students do not receive sufficient training in the use of the two most important basic lighting instruments: the Fresnel spotlight and the ellipsoidal spotlight.

The purpose of this study was to devise a method of self-teaching the operation and maintenance of these instruments. Using video tape as the self-teaching tool, the student is shown in visual and descriptive language a step-by-step break-down of the parts and working mechanism of each instrument. Through the use of live narration and demonstration supplemented by graphic slides and projected key words, the student can learn the names of each vital part and how each is assembled and disassembled from the instrument. The tapes demonstrate instrument operation.
and show the function of each independent part. They also discuss and demonstrate in detail important maintenance procedures for the components of each instrument. One tape covers the Fresnel spotlight; a second deals with the ellipsoidal spotlight.

The author also has developed work sheets that the student should have with him as he views the tapes. The work sheets help the student follow the order in which the tapes progress and is a useful outline to follow when performing check-out procedures without the aid of the tape.

Through using these tapes the beginning student of lighting should be able to assimilate the technical knowledge necessary to operate each instrument on his own time and at his own learning pace. The student also should be able to master simple basic maintenance procedures.

As a preliminary test of the value of the tapes, twenty students who had never taken stage lighting viewed each 30-minute video tape once and were given a 25-point quiz immediately following the screening. The results of this test showed an average of 58% correct answers.

In actual use each tape should be viewed twice, once completely through non-stop. During the second viewing, the student should stop the tape and perform each step with an instrument. This procedure is suggested and explained in the narration. The results of the sample test indicate that if a student can absorb over 50% of the material on the first viewing, the second should establish
a good working knowledge of the material.

The author believes that, in addition to assisting students in mastering basic information and skills, these tapes could also free lighting instructors to utilize valuable class time to cover theoretical material in greater depth.