Lunaria. System Requirements: IBM PC 386 or higher; 8MB RAM; 4MB available Hard Drive; VGA monitor; DOS 3.3; Windows 3.1 and Windows multimedia extensions.

American Government Allyn & Bacon, 1995. System Requirements: PC: 486 PC, 4 MB RAM, 256 Color, Sound Card, Quick Time 2.0; MAC: 4 MB RAM, 256 Color, Quick Time 2.0, (CD-ROM).

American Government Lecture Launchers. W. W. Norton & Company, 1994. (Laserdisc).

American Government Multimedia Study Guide and American Government Simulation Games. Prentice Hall, 1994. System Requirements: IBM or Macintosh multimedia platforms, (Software).

American Government: Roots and Reforms Videodisc. Allyn and Bacon, 1995.

American Government and Politics Today: 1995–1996 Interactive CD-ROM Edition. West 1995. Developed by Intellimation. System Requirements: For MAC: IIci; System 7.0; 6MB RAM; 256 color monitor; Quicktime 1.6.2*; Soundmanager 3.0* (*included on CD-ROM), CD-ROM Drive. For IBM: PC 386; 6MB RAM; Super VGA; Quicktime 1.1.1 (included on CD-ROM); Creative Technologies Sound Blaster compatible Sound Card; Windows 3.1.

Capital Hill. Software Toolworks, 1994. System Requirements: IBM PC 386DX/33 MHz or larger; 1 MB RAM; VESA VBE 1.2 compatible SVGA (640 by 480, 256-color, 512 video memory); color monitor; Sound Blaster or Pro AudioSpectrum sound card or compatible; Windows 3.1 or later, DOS 5.0 or later, MSCDEX 2.21 or later, (CD-ROM).

CD-ROM For American Government. Harcourt Brace, 1996.

Chadwyck-Healy:
House of Commons Hansard on CD-ROM
House of Lords Hansard on CD-ROM
UNBIS Plus
EUROCAT
OJindex CD

The Clinton Health Security Plan. Allegro New media, 1994. System Requirements: IBM MPC; Windows 3.1, (CD-ROM).

Clinton: Portrait of Victory. Time-Warner Interactive 1993. System Requirements: IBM PC; 640K RAM; CGA or VGA+ or SVGA card; Sound Blaster, (CD-ROM).

Desert Storm: The War In the Persian Gulf. Time-Warner Interactive 1993. System Requirements: IBM MPC with multimedia extensions; 4MB RAM, (CD-ROM).

Interest Groups and the Power of PACS Level III Videodisc. West 1994.

Hypergrapics CD-ROM. McGraw Hill 1995.

Microcase Exploit: The American Survey. Microcase Corporation, 1996. System Requirements: IBM 286 or compatible, 640k RAM, MSDOS 3.3 or Windows, VGA level graphics, 1MB hard drive.

Political Risk Services On CD-ROM. Advanced Multimedia 1994. System Requirements: IBM PC or higher; 2 MB RAM or higher; DOS 3.0 and/or WIN 3.1; CD-ROM extensions.

Politics in Action. Harper Collins 1995, (Laserdisc).

Quanta Publications, (various dates and titles). System Requirements: All of the Quanta products are dual-formatted for MAC and IBM and easily installed and run. IBM users require PC 386 or higher,

512K RAM, MS-DOS 2.0 or higher, and CD-ROM Extensions.
CIA World Fact Book. Quanta, updated 1993.
KGB Fact Book. Quanta 1992.
Middle East Diary. Quanta, 1990.
Terrorist Group Profiles. Quanta, 1991.
U.S. Civics: Federal Citizenship Tests. Quanta, 1993.
Vietnam Remembered. Quanta, 1992.

West's American Government Videodisc. West 1994.

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Using "Capitol Hill" CD ROM To Teach Undergraduate Political Science Courses

Cynthia Opheim and W.B. Stouffer, *Southwest Texas State University*

An Overview of "Capitol Hill" (Amazing Media, The Software Toolworks, Inc.)

The CD ROM "Capitol Hill"[1] offers an interactive strategy for teaching about Congress in an undergraduate American Government or Legislative Process class. Multiple video sequences and photographs, along with narration, text, and a game, supplement lectures on legislative organization and procedure. The program is presented from the view of a newly elected representative, a soon to be insider. While the version we used introduced leaders

and committee chairs from the 103rd Congress, there was more than enough information to encourage students to explore the institution.

The CD is composed of six major components: an extensive glossary, a member's first day in office, orientation for freshman members, a tour of the Capitol, member office and staff, and "Power Play," a game that allows players to advance in the congressional leadership hierarchy as they answer questions correctly. The program also contains sidebar features. Some of these are fun and frivolous such as letters and phone calls from constituents often about

inane subjects. The player is periodically asked to vote on real issues, although no in-depth explanation or discussion of these issues is offered. The most valuable sidebars feature remarks and explanations of congressional history, organization, and process given by members of Congress and scholars. For example, Richard Baker, a prominent Senate historian, embellishes the description of the upper chamber's role in treaty-making by describing George Washington's precedent setting actions and the League of Nations debacle.

An important feature of the CD ROM format is that the disks are

capable of storing a great deal of information. Since "Capitol Hill" is best used as a supplement, the instructor should be discriminating. We saw no real use for the glossary, which is simply a listing of terms and definitions in text, a format which does not take advantage of the glitsy relief multimedia technology offers. Although the Capitol tour is quite extensive and interesting from a personal standpoint, we did not see a way to integrate it usefully into classroom instruction given time constraints.

The most useful components of the program are the orientation, office and staff, and, to a lesser extent, the game. The orientation of freshmen members is really a broad overview of Constitutional history, philosophy of representation, powers, organization and procedure, and a clever graphical presentation of "how a bill becomes law." Elaboration by historians and legislators is particularly valuable here adding an extra dimension to generally basic descriptions. For example, Ted Kaufman, Joe Biden's Chief of Staff, speaks of the comparatively powerful role of parties in congressional organization relative to their electoral role. Baker discusses how non-germane amendments are an acceptable part of Senate procedure.

The most unique and personalized component of the program is "Your Office," which describes how a congressional office is organized, complete with architectural floor plan. Players are asked to hire staffers, are given detailed information on daily schedules and meetings, are presented with an administrative budget, and are even allowed to browse through a rolodex filled with the names and numbers of important administrative agencies and contacts.

The most useful feature here is the job descriptions of the following staffers: chief of staff, constituent caseworker, legislative aid, office manager, and press secretary. The player is presented with three fictitious dossiers for each position and asked to choose one of the three. This component elicited lively discussion and good natured debate among the students who were asked to make a group decision about hiring people based on the dossiers provided.

The game "Power Play", a congressional trivial pursuit of sorts, allows players to advance up the House leadership ladder as they answer questions correctly. The ultimate object is to become Speaker of the House before too many years have elapsed. Because the questions only cover Congress through its 103rd term, a few are dated.

Suggestions for Using "Capitol Hill"

There are two basic strategies for using the CD ROM which may or may not overlap. The first strategy is for the instructor to manipulate a computer with a data-grade video projector. The instructor controls the interactive experience completely, relying on his/her own judgment and some feedback from students. The second strategy is for students to have individual use of the CD either through their personal copy or, more likely, through access to reserve copies in a computer lab.[2] If this is the case, they can study the program more extensively and complete exercises and assignments more meaningfully.

There are several uses for the CD in an advanced American Government or Legislative Process class. The freshman orientation component can be used to review the student's knowledge of critical concepts. The program sparks the usual discussions about the nature of representation, the differences in the House and Senate, and the inordinate influence of parties in congressional organization. The orientation component's presentation of "how a bill becomes law" was used effectively in one of the author's legislative process course to prepare the students for a legislative simulation. Clever diagrams and cartoons were presented. Clear narration along with elaboration by scholars and participants illustrated the cumbersome process of passing legislation. For example, Kaufman discussed the relationship of full committees and subcommittees and expanded on the history and recent status of the filibuster.

The "Your Office" component of the program personalizes the experience of a member in Congress and gives the class a sense of the complex set of demands on a representa-

tive's time and attention. With greater access to the disc, group or written exercises based on this component are possible. For example, the instructor might have students develop a limited legislative program, that is, a statement of his/her legislative philosophy and issue positions. The student could then build an office budget, staff, and schedule that reflected his/her respective priorities, using those provided in the program as a model.

Finally, although it certainly does not constitute sophisticated inquiry, we could not resist participating in the game "Power Play." Anyone with an affinity for trivial pursuit or jeopardy-like pastimes will find this component engaging, and the students enjoyed it immensely. We divided the class into two teams (more teams are possible depending on the size of the class). Successive students on a team attempted to answer questions as quickly as possible; the team that reached a higher level in the House leadership hierarchy in the allotted amount of time won.

Using "Capitol Hill" in a Large Survey Class

Those of us who teach large sections of American government survey classes will find some utility in this CD ROM. The program can provide some small sparks of novelty in what is necessarily a lecture format. Hence, it raises the interest of the students and spurs motivation to learn.[3] Like the laser discs that have become popular supplements to American Government texts, the CD is useful in a large class because the instructor may use only brief portions of the program. However, unlike the laser disk, the CD allows the instructor a great deal of discretion over the material presented and the time allotted to the presentation.

The most useful component of "Capitol Hill" for the large survey class is the orientation component: the description of organization and procedure, representation, and powers are all standard topics for the introductory class. The graphical presentation of "how a bill becomes law" is an elegant alternative to the chalkboard.

One possible strategy for using the

CD ROM in the large class is in what Hunter labels the "anticipatory set" (25–30). The anticipatory set is an activity (statement, question, or brief written exercise) that focuses students' attention on the day's content. It "can hook into students' past knowledge and trigger a memory or some practice" which facilitates learning (28). It can be used at the introduction of any new subject. Various features of "Capitol Hill" would work in this capacity; remarks by scholars are particularly appropriate.

A Tool for Motivation

Let's be clear about what "Capitol Hill" will not do. It will not replace a well-planned and insightful lecture. It will not bestow an understanding of the complexity of the legislative process that is instilled by a careful case study such as Birnbaum and Murray's *Gucci Gulch*. In general, it will not explain and validate competing and/or contradictory points of view, a trait that is the hallmark of sophisticated thinking.

"Capitol Hill" will, however, provide an insightful supplement to traditional teaching strategies. It succeeds in motivating students by generating heightened interest. Used selectively, this multimedia experience is an instructional strategy worth a try. Even under less than ideal conditions—the instructor operating the mouse—the program was worth using for at least one class period, if not more.

Notes

1. Amazing Media, The Software Toolworks Inc., 60 Leveroni Court, Novato, CA 94949, (415) 883-3000.

2. Software Toolworks, who produce the disk, sale "labpacks" for $129.95 for pack of five. However, there are various regional educational distributors (Software Toolworks will give you the name of one one in your area), that may sell the pack for less. For example, School Vision of Texas (800-324-1672) sales the pack for $91.00. These could be sold to students individually or put on reserve in a computer lab.

3. See Madeline Hunter, *Mastery Teaching* (El Segundo, California: TIP Publications, 1982), for an excellent discussion of motivational techniques.

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The Interactive Journal: Creating A Learning Space[1]

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Much of the recent work on critical thinking and collaborative learning has alerted us to the limitations of a traditional, lecture-centered approach to teaching and has called, instead, for a more active student role in the acquisition and formulation of knowledge[2] (Perry 1981, Bruffee 1984, Bodner 1986, Nelson 1989). The emergence of new technologies in the classroom is seen by many as an opportunity to foster this active learning (Hartman 1992, Slatin 1992, Ferrara 1991, Faigley 1990). The present article seeks to contribute to this literature by focusing on how these technologies can be extended to the traditional journal assignment, a topic that has received little attention. This essay will have two purposes: first, to suggest one approach to setting up a journal over a computer network; and second, to point to some pedagogical implications of composing a journal in this environment. I suggest that the network significantly alters the nature of a journal by creating a space in which the student and teacher more closely enter into a discourse. This discourse is made possible by three key factors:

1) There is a greater sense, somewhat ironically, of the security of the space. It is a space that is private, created by the students, and one they do not have to surrender to be graded, as they would with their written journals or computer disks;

2) The space is interactive, which allows student and teacher to share it. This allows for the development of rapport within that space; and

3) There is a sense of continuity in the space which allows the participants to see their comments as part of a continuing discourse.

Logistics

The interactive journal was used in my Introduction to Political Theory course. The course, consisting of 34 students, was conducted at Franklin and Marshall College and met three times per week. The campus, including each dorm room, is wired to a network and a majority of the students own their own computers (mostly Macintoshes). There are also computer labs that provide student access to the network.

A class folder was established on the network. In the class folder were two other folders: one for Assignments (to which everyone had access) and one for Student Folders, which consisted of a folder for each student in the class. Only the student and I had access to each personal folder.

In these folders, the students wrote their journals and I provided comments in them as they worked through and thought about the texts we were reading in the class. Part of the journal entry was to consist of a response to a particular question I asked. These questions were designed both to lend the students