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To Whom It May Concern:

Elizabeth Stanton's GREAT BIG WORLD is the rare children's show that is appealing in terms of entertainment and education ensuring that the needs of society's teens are being well served.

I have analyzed and evaluated the messages children receive by viewing Elizabeth Stanton's GREAT BIG WORLD and believe that the show has certainly earned an "E/I" rating. The program is informative and the educational messages are incorporated organically into the show. The program consists of educational moments, making it a great teaching aid. The host relates timely, thought provoking issues as she joins her friends to lend a hand to children in need. The program focuses on safely exploring adventure, friendship, volunteerism, geography, social studies, literature and government. It is clear that the show has been specifically created to educate teens ages 13 – 16.

Along with the video of Elizabeth Stanton's GREAT BIG WORLD, I reviewed the well prepared educational packet which contains the following supplements: Objectives, Educational Components, Teaching Guide, Lesson Plan and Episode Descriptions. This packet makes it completely clear that the show has highly valuable educational, informative and entertaining content.

Elizabeth Stanton's GREAT BIG WORLD meets and exceeds the standards set by the FCC Children's Television Rules. I highly recommend GREAT BIG WORLD to both teens and parents.

Respectfully,

A handwritten signature in cursive script that reads "Stephen W. Showalter".

Stephen W. Showalter, Ed.D.
Clinical Instructor, Curriculum and Instruction

Stephen W. Showalter Bio

Stephen Showalter is a Clinical Instructor in Curriculum and Instruction in the Department of Teaching and Learning at Northern Arizona University in Flagstaff, Arizona. His focus is on preparation of secondary teachers for middle school and high school with an emphasis on utilization of distance education technology. Currently, he teaches graduate courses in curriculum and instructional design, evaluation and assessment of learning, professional problems of teachers, research, and student development of professional writing.

Dr. Showalter completed his Ed.D. degree in Curriculum and Instruction in 2007 at Northern Arizona University. His dissertation was titled, Student Assessment in Web-based Instruction. The purpose of this descriptive survey study was to identify and describe the methods, i.e., practices and processes of assessing student learning in Web-based courses. An online survey of an international population of web-based instructors indicated that both traditional and authentic student assessment methods are used in Web-based courses, and the majority of instructors use both methods.

Dr. Showalter's Masters of Education degree at Northern Arizona University in 1999 was in Educational Leadership with a Higher Education/Community College emphasis. Also at Northern Arizona University, in 1995 he completed his Bachelors of Science degree with a major in Biology and Teacher Education. He is certified in Arizona to teach middle grades and high school biology and earth science. He taught both biology

and earth science at Greyhills High School in Tuba City, Arizona on the Navajo reservation.

Most recently, Dr. Showalter has worked at Northern Arizona University in graduate programs both as a faculty member and as a web training instructor/web course facilitator for distance education programs in Yuma and on the Navajo reservation. He was involved in recruitment of graduate students in these programs as well as in developing technology solutions for administrators, faculty, and graduate students. In this work as well as in his secondary science teaching at Greyhills High School in Tuba City on the Navajo reservation, he has worked extensively with culturally and linguistically diverse faculty and students especially those from Native American and Mexican American populations.

Dr. Showalter has presented scholarly papers at both national and international conferences primarily in the areas of multicultural education, teacher preparation, educational technology, and pedagogy in distance education. His publications center on the use of appropriate pedagogy in Web-based courses to reach students in teacher education programs in rural, remote, and international sites.