

## "Tips for Using Video in the Classroom"

- Preview the video(s) to review segments that connect to lesson objectives.
- When possible, use segmented viewing-- use predetermined, short clips from the longer program.
- Leave the classroom lights on. Let students know this is active rather than passive.
- A well-planned activity prior to the viewing can provide the proper context for the video, help to establish a reason for watching, and direct the students toward meeting the desired learning outcomes.
- To set the stage for "active viewing," always provide a focus for viewing-- specific things students should look or listen for in the program segment. Use the \*pause button to promote greater interactivity and reinforce their initial reasons for viewing.

\*Use a 4-head VCR for a clear picture with the "pause" feature.

When preparing students for viewing media, try these statements:

- "Listen for how this term is used"
- "Think of ways the idea you're about to see is true in your life."
- "Watch how this idea works."
- "List all examples of this concept."
- "List all the things in the video that you already know."
- "List all the things in the video that are new to you."

When pausing the video with your students, try these ideas:

- What did you hear/see? Tell class, tell neighbor, write it down, every time you hear \_\_\_\_\_raise your hand (or make a tally mark)
- Check for understanding
- Underscore a point
- Allow for immediate student feedback
- Predict an outcome
- Connect to real-world applications
- Allow journal writing
- Infer meaning

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- Use the paused image on the television screen as an electronic blackboard, encouraging students to look closely for details, information, or comparison. Put plastic wrap on the television monitor in order to mark on the screen with overhead projector pens.

Other ideas:

- Display the picture with no sound-- allow students to narrate concepts displayed.
- Play the sound with no picture-- allow students to hypothesize what is being shown.
- Integrate the video into the overall learning experience by adding a "hands-on" component to the lesson. No matter what the grade level or subject, try to provide the opportunity for the student to apply something from the video to his/her own experience in or outside the classroom.

In summary, to make the viewing experience rewarding for both learner and teacher, follow these steps:

- Ask pre-viewing questions to get students thinking about concepts
- Provide students a reason or goal for viewing the media
- Discuss post-viewing questions following the media segment
- Use the students' new learning as an integral component of the lesson

**Remember-- 80% of information taken in is visual.**

### **Sources:**

- "Instructional Television in the Classroom: The Principal's Agenda," KQED, San Francisco, CA KQED Center for Education and Lifelong Learning
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- WNET's National Teacher Training Institute [www.wnet.org](http://www.wnet.org)
- "Effective Schooling Practices: A Research Synthesis, 1998 Update by Kathleen Cotton, Northwest Regional Educational Laboratory
- "Complex Reasoning Processes" Mid-continent Research for Education and Learning