

Research shows that after 5 to 10 minutes of viewing, students get very little information from watching a video. Students are not sufficiently active enough to engage in meaningful learning without a clear, cognitive purpose. For the video to be meaningful the instruction needs to be properly integrated into classroom instruction.

TIPS FOR TEACHING WITH VIDEO

1. Preview the video(s) and look for specific segments that connect to lesson objectives.
2. When possible, use **segmented** viewing—use predetermined, short clips from a longer program. Take control over the way the video is delivered to your students.
3. Leave the classroom lights on and place the TV/VCR in plain view. Let the students know this is **active** rather than passive and that the TV/VCR is an important part of this activity.
4. 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. The pre-viewing activity might help students make real-world connections, provide them necessary vocabulary or review, or introduce a particular topic. **Teachers' guides** are great sources of pre- and post-viewing activities.
5. To set the stage for “active viewing,” always provide a focus for viewing—specific things students should look for or listen for in the program segment.
6. Use the **pause** button to promote greater interactivity. When pausing:
 - 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
7. Make sure the video aligns with the standards and benchmarks you are using.
8. Display the picture with no sound—allow students to narrate concepts displayed.
9. Play the sound with no picture—allow students to hypothesize what is being shown.
10. 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.

Sources:

“Instructional Television in the Classroom: The Principal's Agenda” KQED, San Francisco, CA KQED Center for Education and Lifelong Learning

“7 Steps for Teachers Using Television in the Classroom” by Elizabeth Reeves, KQED-TV
WNET's National Teacher Training Institute www.wnet.org

“Effective Schooling Practices: A Research Synthesis 1998 Update by Kathleen Cotton, Northwest Regional Educational Laboratory

“Complex Reasoning Processes” Mid-continent Regional Educational Laboratory www.mcrel.org

“Learning With Technology: A Constructivist Perspective” by David H. Jonassen, Kyle L. Peck & Brent G. Wells