

Video Use in the Classroom

Occasional and appropriate use of video can be a valuable tool for effective teaching. Current research reveals that the most effective way to use video is as an enhancement to a lesson or unit of study.

Videos can:

- take students on field trips to far away places.
- illustrate abstract concepts.
- show experiments that cannot be done in class.
- bring great literature, plays, music, or important scenes from history into the room.
- reach children with a variety of learning styles.
- help students practice media literacy and critical viewing skills.

Key Points to Remember:

- Video should ALWAYS be tied to the curriculum's goals and objectives.
- Videos should **NEVER** be shown for entertainment or reward.
- Video should **rarely** occupy a full class period. Normally no more than a 15 minute video clip would be used with a study guide given prior to showing the video.
- A culminating activity or discussion should end the lesson after viewing the video.
- A completely dark room is **not** desirable.
- Videos should **not** be used with substitute teachers.
- NEVER use a video as a babysitter.
- No fees may be charged for viewing a video on the school grounds.
- Viewing of rated videos should comply with district guidelines.
- Use of videos should **always** comply DCS Copyright guidelines and with copyright law.



Best Practices

in Classroom use of Video



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Suggestions for Effective Use of Video

Before viewing

1. Preview the video for appropriate content.
2. If the video contains rated content, appropriate permission forms should be completed.
3. Review print and Web materials that accompany the video series.
4. Determine whether you will use the entire video or only relevant segments.
5. Stimulate students' pre-existing knowledge about the subject. Have them begin a KWL chart.
6. Give students specifics to look for in the video.



During Viewing

1. Give students a focused viewing assignment.
2. Focus on one short segment of the video at a time. Pause often to discuss. Take time to clarify, hypothesize and predict. Rewind to review. Clarify vocabulary.
3. View a segment without sound. Have students hypothesize what was happening. Review and play with sound to see if they were accurate.
4. Turn on closed captioning as a reading reinforcement.
5. Fast forward through irrelevant segments.
6. Discuss the music and camera angles and its role in creating a mood.

After Viewing

1. Have students explain and discuss things they learn from the video.
2. Create graphic organizers based on the information they learned from the movie.
3. Reserve time for discussion and feedback. Remember that the lesson does not stop when the tape does.
4. Follow-up with related instructional activities.

