

# Incorporating Video

*Video Focus*

As you watch the video, make note of the following ideas:

1. How does the teacher prepare the students prior to showing them the video?

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2. How did the teacher make sure that the students understood the mathematics concepts highlighted in the video?

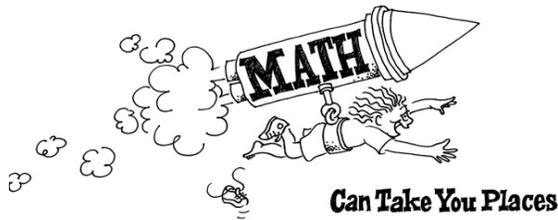
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3. What are some advantages of using video as a part of classroom instruction?

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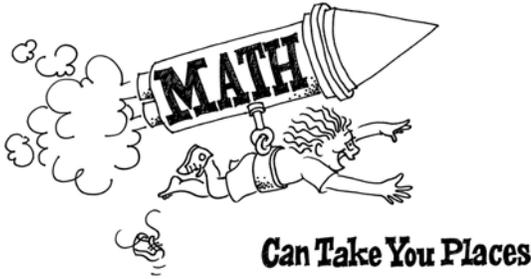


## Incorporating Video

*Planning a Lesson*

After viewing the *Math Can Take You Places*<sup>™</sup> Student Video, discuss the following questions with your group:

1. What question or statement will you pose to get students thinking about the mathematics topic in the video?
2. How will you decide on starting and stopping points for the video instruction?
3. What mathematics questions do you want to pose between sections of the video?



Repeat after me...

“Educational Video Is Our Friend”

Teachers make the most of classroom viewing by:

- Planning ahead to consider instructional goals.
- Previewing the program.
- Determining the setting and length of the video.
- Setting clear expectations for students (passive vs. active viewing).
- Encouraging student participation.
  - Don't turn off the lights!
  - Set the context before viewing.
  - Pause during the program to ask key questions and flag priority topics.
  - Consider a second viewing or circulate video for home viewing.
- Connecting post-viewing activities to hands-on or real-world experiences.

Impact on Student Learning:

- \* Television's use of sound and imagery supports learning better than either mode alone, thus facilitating learning among a more diverse group of students based upon their different types of intelligences. Children's viewing of educational television has been shown to result in significant and lasting learning gains, as well as improved cognitive performance later in their education.
- \* Research indicates that students' comprehension of television programming is affected by what they expect to get out of it. Thus, educators may be able to influence students' processing of information to acquire new information more effectively.
- \* Adult mediation has been found to be a key factor in the educational effectiveness of television for children.
- \* Video should be integrated with other materials, such as teacher guides and accompanying Web sites.

Center for Public Broadcasting,, “Television Goes To School: The Impact of Video on Student Learning in Formal Education”, January 2004, <http://www.cpb.org/ed/resources/videoclassroom.pdf>