

## Professional Development Series

### Series 2 Incorporating Video

The *Math Can Take You Places* “Incorporating Video” training is designed to be approximately one hour long. The length can vary according to time constraints and participation.

To begin and end the session, use your own icebreaker/introductory/conclusion activity or choose one from the *Math Can Take You Places* Icebreaker/Introductory/Conclusion Ideas list. You may also want to begin the session by sharing an overview of the *Math Can Take You Places* curriculum toolkit.

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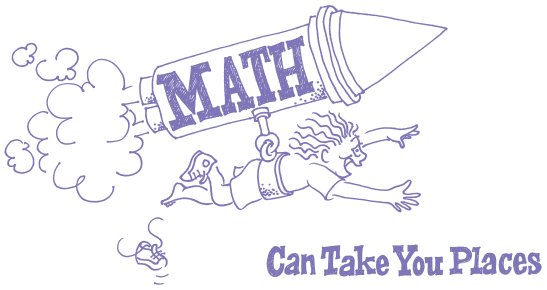
#### ► Materials

- Sheet of chart paper
- Markers
- Copies of the Incorporating Video “Educational Video Is Our Friend,” “Video Focus,” and “Planning a Lesson” handouts
- *Math Can Take You Places* Professional Development Series “Using Video” video
- *Math Can Take You Places* Student Video #5: “What’s Cooking?” (Patterns)
- Optional: PDF slideshow “Incorporating Video in the Classroom”

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#### ► Preparation

- List these five concerns on a piece of chart paper before the training begins:  
Concerns when using video in the classroom:
  1. Not enough time to prepare
  2. Stigma/bias from administrators and parents
  3. Lack of equipment



4. Lack of training
5. Lack of quality materials available to show

- Make copies of the handouts.
- Prepare the DVD player and monitor.

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► **Introductions/Icebreaker** (5-6 minutes) *Slide 2*

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► **Session Goals** (2 minutes) *Slide 3*

- Investigate the use of video in the mathematics classroom.
- Explore tips for using video in the classroom.
- Plan a lesson for a video-based mathematics topic.
- Share professional expertise.

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► **Focus Statement/Question** (2 minutes) *Slide 4*

Ask the participants the following questions:

*“How might using video in the mathematics classroom enhance instruction?”*

*“What two questions do you have about using video to enhance mathematics instruction?”*

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► **Video Focus** (10 minutes) *Slide 5*

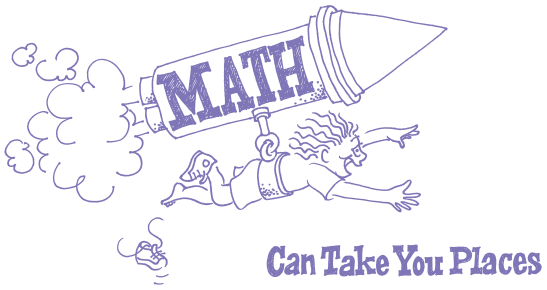
Give each participant the Incorporating Video "Video Focus Questions" handout.

Say, *“Listen for the following ideas presented in the video. How does the teacher prepare the students prior to showing them the video?”*

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

*What are some advantages of using video as a part of classroom instruction?”*

Show the *Math Can Take You Places* Professional Development Series “Using Video” video.



► **Tips for Using Video in the Classroom** (2 minutes)  
*Slide 6*

Distribute and discuss the handout “Educational Video Is Our Friend” and review tips presented in the video.

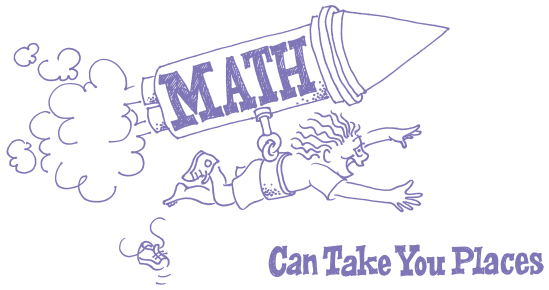
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► **Group Activity 1** (15 minutes) *Slide 7*

1. Show your participants the list of common concerns regarding using video in the classroom. Allow them to add a few more concerns if time permits.
  2. Divide the participants into small groups of 3 to 5 participants. Ask the groups to offer one tip or suggestion related to each of the concerns listed.
  3. Give each group five minutes to gather all ideas.
  4. Wrap-up the activity by coming back together as a large group. One individual from each group should share that group’s best tip(s).
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► **Group Activity 2** (20 minutes) *Slide 8*

1. Divide the large group back into their groups of 3 to 5 participants. Give each participant the Incorporating Video “Planning a Lesson” handout.
2. Say, “Now, we’re going to practice developing questions and encouraging student participation with video. We’re going to watch the *Math Can Take You Places Student Video on Patterns*. Then, you’re going to work in your groups to discuss the following questions:
  - a. What question or statement will you pose to get students thinking about the mathematics topic in the video?
  - b. How will you determine starting and stopping points for the video instruction?
  - c. What mathematics questions do you want to pose between sections of the video?”
3. Show the *Math Can Take You Places Student Video #5 “What’s Cooking?”* (Patterns), featuring Chef William Koval from the Adolphus Hotel. Give teachers an opportunity to formulate ideas about how they would present this video to their class using the three questions above as a guideline.
4. Bring the large group back together. Allow groups to share their responses.



► **Closure** (15 minutes) *Slide 9*

Participant groups will work together to create a commercial to convince co-workers to use video in the classroom. They will incorporate their own ideas or new ideas that they learned in the video. Give groups about 7 to 8 minutes to prepare and then begin with group presentations.

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► **Evaluation** (Optional)