

VIDEO UTILIZATION STRATEGIES

1. **Preview** each program carefully to determine its suitability for achieving the lesson's objectives and the students' learning outcomes.
2. Select **Segments** that are most relevant to your lesson topic. Often a program has a great deal of information that cannot be digested at once; in that event, it is useful to show the program in segments so that its content can be more easily understood.
3. Provide a **Focus for Media Interaction** a specific task to complete and/or information to identify during or after viewing of video segments to focus student attention. Teachers introduce the tape segments with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear and meaningful. Be sure to follow-up with a discussion or an activity after viewing the segment.
4. Conduct **Introductory and Culminating Activities**. Integrate the video into the overall learning experience by adding an experiential component to the lesson. Activities can be done prior to viewing the segment to set the stage, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to review, reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come. Again, relevance is key; all the lesson's components — the video, the Websites, and the activities — should be tied to lesson and curriculum objectives.
5. **Pause** while viewing to check the students' comprehension, ask questions, have students record information, make predictions, analyze what they've seen, examine a chart, formula, or image on the screen more closely, or to draw a diagram. Again, it's important to make the viewing as *interactive* as possible.
6. **Eliminate either the sound or the picture**, if appropriate. For example, a segment may feature outstanding cinematography and/or graphics, but may be accompanied by narration inappropriate for your students. In such cases, turn down the volume and provide your own narration. Another strategy is to eliminate the sound and have your students describe the images they see. Alternatively, you can isolate the soundtrack by covering the monitor, and have your students guess what is happening based on the narration alone.
7. Use **Closed Captioning** for ESL, Literacy and Language Acquisition. Turn down the audio and have the students follow the action by reading along, or leave only the captioned text visible to reinforce vocabulary and improve reading comprehension. Educators can use captioning to improve literacy, build reading fluency, and assist in teaching language skills. Captioned video improves listening and reading comprehension, vocabulary, word recognition, and the overall motivation to read. For those teaching English as a second language, captions can reinforce vocabulary and help students learn expressions and speech patterns not always reflected in written English.

INTERNET UTILIZATION STRATEGIES

Media Prep. Determine suitability for achieving lesson objectives and student learning outcomes. Check to see that the entire site is age appropriate and that links from the site are also age appropriate. Make certain that site content is aligned with the stated goals of the lesson, and analyze the source of the site to assure its legitimacy. Prior to the start of class, visit the site (and all pages that you wish to highlight) for faster downloading of images and graphics during the demonstration.

Provide a Focus for Media Interaction. Provide students with a specific task to complete and/or information to identify during or after interaction with Web sites. Teachers should introduce Web sites with a question, things to look for, unfamiliar vocabulary, or an activity that will make the site's content clearer.

Conduct Introductory and Culminating Activities. Integrate the Internet into the overall learning experience by framing the lesson with experiential components. Activities should be done prior to viewing Web sites to set the stage, provide background information, identify new vocabulary words, or to introduce the topic. An additional activity should be done following Internet use to reinforce, apply, review, or extend the information conveyed by the program. Tasks assigned should be objective, specific, and easy to assess.

Bookmark Sites. Before class begins, bookmark all lesson Web sites on demonstration and workstation computers. This will allow students to easily get to the Web pages that you wish them to see. By clicking with the mouse on "Add Bookmarks" from the "Bookmarks" pull down menu in Netscape Navigator or "Add to Favorites" from the "Favorites" pull down menu in Internet Explorer, the URL (Web address) will be easily accessible from your computer. Teachers may also use Web-based bookmarking utilities such as portaportal.com or backflip.com.

Pause While Examining Web sites. Pause to: check for student comprehension, solicit inferences or predictions, highlight a point; define a word(s), compare to real-life events, have students work online, solve a problem, form a hypothesis, or enhance students' observation and memory skills.

Supervise the Students. The school should have a signed Acceptable Use Policy (AUP) from each student on file. Students should always be monitored while they are on the Internet to make certain they stay "on task" and are not visiting inappropriate or unrelated sites.

Reference Web sites. Make certain students reference both text and images copied or referred to from the Web. Be sure to include the author, title, source, copyright date, and URL.

Copy and Paste. To avoid long printing queues, have students "copy and paste" only those images and text needed to complete an assignment into a word processing document. Show students how to send only one page of a particular Web site to the printer. Teach your students how to reference copyrighted materials.