

Video Viewing Comprehension

Teacher Thoughts on Video Viewing

1. Why should I show a video during my lesson? Differentiating a lesson? Show impossible things?
2. How can I make the video an active, engaging learning moment instead of a passive moment?
3. Will my students be able to comprehend the video?
4. Do my students need to be taught how to watch and take notes from a video? Is watching a video a new life skill?
5. How much time do my students watch a screen vs. read text?
6. Media literacy is not just important; it's absolutely critical. It's going to make a difference between whether kids are a tool of the mass media or whether the mass media is a tool for kids to use. ~ Linda Ellerbee

Video vs. Text

| Video | Book/ Text |
|---|--|
| Light, color, sound, moving images | Decoding letters, numbers |
| Short time (2-3 hours at most) | Text features, sentence structure |
| Decoding images, conversation | Long time (Could take days to complete a book) |
| Video speed | Self-Controlled speed |
| No Description –must acquire from viewing | Visualize Setting & events |

Different mediums may impact how the brain processes and stores information from a lesson. Video comprehension is a matter of decoding but with different symbols.

Strategies to Make Video Viewing Effective

The 4-Course Meal: How will you use the video?

Appetizer- to tempt the students about the lesson to come

Main Course- contains key information about the lesson

Side Dish- a little extra to present a visual presentation

Dessert- top off the lesson



BDA Viewing – Before, During and After

Before Viewing

1. Predict
2. Begin a KWL Chart
3. Anticipation Guide
4. Make True/False statements about general video topic

During Viewing

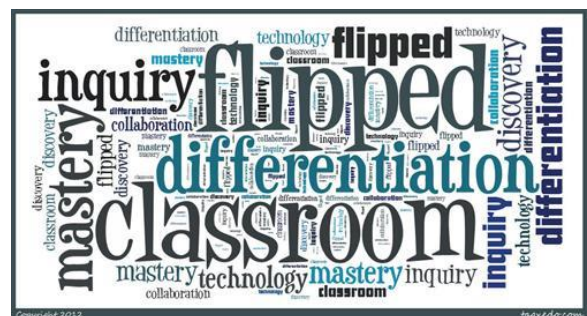
1. Pause and check for understanding
2. Rewatch a video segment with a new purpose
3. Form questions based on what students have watched and what might come
4. Make meaningful and personalized inferences

After Viewing

1. Summarize the main idea and supporting details
2. Recall own thinking and emotions during video
3. Socialize extended responses for ex. Tweet, blog post, Facebook Post, podcast
4. Compare and contrast with the book, another video
5. Point of View of the video
6. Create a new video

Additional Tips and Techniques

1. Always Preview and Prepare the video before showing a class.
2. In order to avoid passive viewing, split media into short segments with an assignment.
3. Have students watch video clips on personal devices at their own pace
4. Give a video viewing as a homework assignment
5. Use a video as an assessment
6. Allow students to role play sequences from the video or role play scenes that were not in the video
7. Encourage group discussion after the video
8. Try out the HOT CHALLENGE: Higher Order Thinking Challenge
9. Avoid videos being used for: Edutainment, just filling time, using media to get kids to pay attention to the subject
10. Allows student who may not have understood the information an opportunity to watch it again for better understanding.
11. Videos can enhance a flipped classroom.



B-D-A Viewing Worksheet

BLM
G-28

Name: _____ Class: _____

Topic: _____

Video Title: _____ Date: _____

Before Viewing

List everything you know about this topic before viewing the video.

During Viewing

Briefly note new information you hear and see during viewing.

After Viewing

Write a brief summary and three key questions.

Write Summary

Write 3 Possible Quiz Questions

Write a one-sentence main idea statement:

Tell why this information is important to remember:

Turn sheet over, sketch a map, chart or drawing to show what you now know about this topic.

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