SPOTLIGHT ON STRATEGIES

A variety of simple instructional strategies that incorporate the use of digital media in meaningful, effective, and practical ways.

SILENCE IS GOLDEN

BACKGROUND

Discovery Education contains thousands of video segments. Some may contain just the right audio you want, others the right imagery, and sometimes you get both. This challenge focuses our attention on imagery. If a picture is worth a thousand words, then just imagine how much a video is worth. By redirecting students' attention from the audio to the imagery and having them discuss aloud what they are seeing, educators will get an idea of what they understand, need to still master, and want to know more about.

EXAMPLE

- Watch the video segment titled The Layers of the Rain Forest (CDN Subscribers) without the audio.
- As students watch, have them describe what they are seeing or pause everything and pose the following questions:
  - What does the position of the sun in the image tell us about the location of the rain forests?
  - How does each layer of the rain forest impact the others? Adaptations? Competition?
  - What are the examples of biotic and abiotic features?

- **Pro Tip:** Play the same segment three different times during the unit of study. The first time, ask students to think about what they see, know, and want to know more about. The second time, narrate the video for students, focusing on important academic vocabulary that will be covered in the unit. The third time, ask students to talk through the video and explain to a partner what the video is demonstrating using the vocabulary learned in the unit. You can also choose a video segment that is editable and have students create their own narration to record over the segment.

CHALLENGE

- Select a video segment that contains great imagery and will help convey important components of your unit of study.
- Play the clip without the audio.
- Have the students describe what they see and/or pause every minute and pose a question for discussion.

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GET A CLUE

BACKGROUND

All human experience is context dependent.... many investigators in reading education have stressed the importance of readers' use of context in interpreting and verifying the meaning of words and sentences to be comprehended. The appropriate use of context leads to more effective processing and overall accuracy in deriving the meaning…." (Content Area Literacy: An Integrated Approach) This activity focuses on students' ability to use both visual and written context clues to match a video transcript with the correct video segment.

EXAMPLE

- Inform students that you will be studying the physics of motion by examining roller coasters.
- Distribute the following text to students:
  - No matter how many loops, hills, or corkscrews to come, you have all the kinetic energy you need for the ride, by the time you reach the bottom of the first hill, provided one thing: that none of the subsequent hills or loops is higher than the first one. To be more precise, the roller coaster can never go higher than what Galileo called the "stop height." The 16th-century astronomer hypothesized that, if you start a marble here, it will always roll to the same height, no matter what the shape of the track, as long as there are no resistant forces. If there's friction or air resistance, the same principle applies, but the marble stops at a lower point. If roller coaster engineers didn't obey this principle, these thrill rides would be a real snooze. All hills after the first hill have to be low enough so the roller coaster doesn't stall out and loops can't go higher than the stop height, or the coaster won't have enough energy to make it all the way around. So all these construction details aside, why does plunging over a hill or speeding along a track give us such a thrill?
- Explain that they will be watching 3 short segments about roller coasters, but that they will NOT hear the sound. They will be carefully examining the visual context clues to match them to the written context clues provided in the text.
- Play the following 3 video segments, but be sure to unplug your speakers so that they cannot hear the audio portion:
  Roller Coasters: G Forces Deliver the Thrills (CDN Subscriber)
  Roller Coasters: The Physical Limits (CDN Subscriber)
  Roller Coasters: Stop Height Principle (CDN Subscriber)
- Have students circle 3-5 words from the text that match something they saw represented in the segment.
- Allow time for students to do a quick pair share stating which video segment they think matches the text and providing evidence to support their answer.
- Have students share their results as a class.
- On a subsequent day, have students watch the segment(s) again and include the audio.

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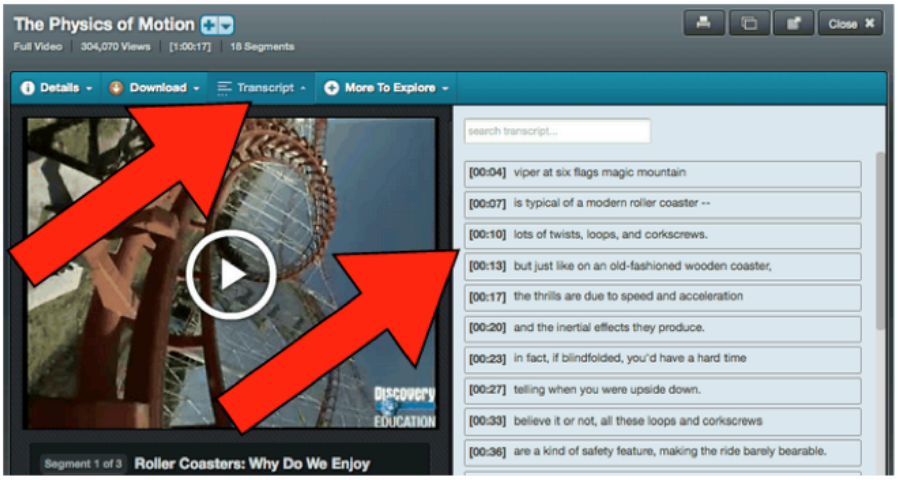
GET A CLUE CONT.

CHALLENGE

- Search for a series of video segments that match your current unit of study and include closed captioning.
  - You can narrow your search results by selecting “closed caption” from the advanced search options.
- Select one video segment from which to copy the transcript.
- Copy the transcript by selecting the tab “Transcript” and copying the text on the right side (see below).
- Distribute the text to students.
- Explain that they will be watching 3 short segments about your topic, but that they will NOT hear the sound. They will be carefully examining the visual context clues to match them to the written context clues provided in the text.
- Play the 3 video segments but be sure to unplug your speakers so that they cannot hear the audio portion.
- Have students circle 3-5 words from the text that match something they saw represented in the segment.
- Allow time for students to do a quick pair share stating which video segment they think matches the text and providing evidence to support their answer.
- Have students share their results as a class.
- On a subsequent day, have students watch the segment(s) again and include the audio.



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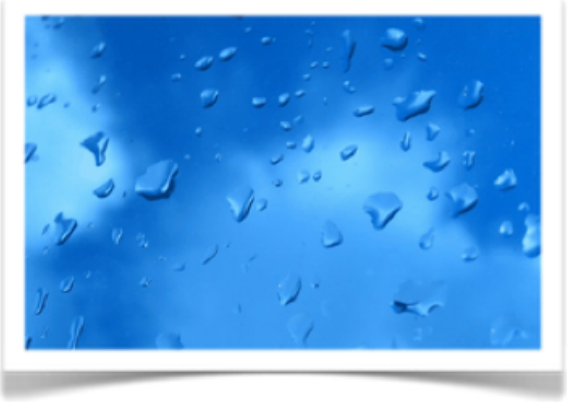
LEARNING IN FULL BLOOM



BACKGROUND

It's likely been in your teaching 'tool kit' since you've gone through your teaching credential program. You may have not even realized it was updated in 2000. Bloom's Taxonomy has proven itself so reliable, it's been around since 1956 and been translated into over 22 languages. In light of new digital content, it's time to pull it out and revisit the how we utilize this scaffolding to understand content.

EXAMPLE

- Before reading/viewing the segment/passage below, explain to students that they will be asked to dive deeply into the topic of the water cycle, including the components of each step and humans' impact on the cycle, through a series of questions and/or activities. Display the questions/activities below to students.
  - ***Remember:*** Write a list of 3-5 vocabulary words that are essential in understanding the water cycle. Be sure to include definitions.
  - ***Understand***: Explain how water travels in a cycle.
  - ***Apply***: Draw an image of the water cycle.
  - **Analyze**: What is the difference between and results of water molecules during the stages of the water cycle?
  - ***Evaluate***: What is the impact of pollution on the water cycle?
  - ***Create***: Create and perform a public service announcement that informs community members about how the water cycle impacts their community and the positive and/or negative impact they can have.
- Explain to students they will now review two different types of resources to find evidence to support their responses.
- Watch the segment "Rain" (CDN Subscriber) (part of the larger video Earth Science: Water and Climate).
  - Do NOT have students take notes as they watch the clip. Instead, you may choose to pause every other minute to have students jot down notes.
- Read the passage "Rain Man" (CDN Subscriber).
  - As they read, if printed, have students highlight words, phrases, and/or sentences that will support their responses.
- Have students work in small groups to discuss each of the posed questions/activities.
- Have students work individually or in pairs to answer/complete 4-6 questions/activities.

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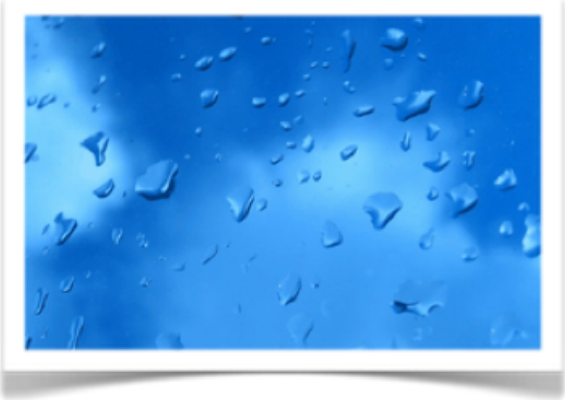
LEARNING IN FULL BLOOM CONT.



CHALLENGE

- Select a digital resource (video segment, reading passage, audio file, etc.)
- Using Bloom's Taxonomy, strategically create a list of questions/activities to represent each of the following categories
  - ***Remembering***: Can the student recall or remember the information (define, duplicate, list, memorize, recall, repeat, reproduce state)?
  - ***Understanding***: Can the student explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase)?
  - ***Applying***: Can the student use the information in a new way (choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write)?
  - ***Analyzing***: Can the student distinguish between the different parts (appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test)?
  - ***Evaluating***: Can the student justify a stand or decision (appraise, argue, defend, judge, select, support, value, evaluate)?
  - ***Creating***: Can the student create new product or point of view (assemble, construct, create, design, develop, formulate, write)?
- You may want to check out a few of these great resources:
  - TPRI Wiki Spaces
  - eduPress Inc – Questions for the Revised Bloom's Taxonomy
  - Colorado.edu

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PAPER CHAT

BACKGROUND

Paper Chat is a cooperative teaching and learning strategy that empowers students to take part in group activities. It is a helpful strategy to use when there are broad essential questions that engender deep discussion, and you want everyone in the room to be involved without judgment. The Paper Chat strategy helps students develop critical thinking and communication skills, in addition to developing patience and respect.

EXAMPLE

- Spread butcher paper across a large table or a number of desks pushed together. Place a pile of markers on or near the butcher paper -- enough so that every student has one.
- Compose a thoughtful question that will require deep conversation (i.e. not a "yes" or "no" question and not a question based in fact): "How is MLK Jr's speech, **I Have a Dream**, still relevant today?"
- Have students watch the video segment about Martin Luther King Jr's speech "I Have a Dream" (CDN Subscribers)
- Ask the students to discuss this question in silence, using only their markers.
- Explain to students that they can circle, underline, or otherwise mark their own or others' comments. They can also draw lines between or to comments, to draw attention to a conversation. The only rules are that they need to keep thinking and contributing... and they need to stay silent.
- Give students 10 minutes to have the silent conversation.
- Facilitate a group discussion about the content: What new ideas did they consider? What do they think their answer is to the original question ("How is MLK Jr's speech, **I Have a Dream**, still relevant today?") and why?
- Facilitate a debriefing discussion about the process of silent conversation: Was it frustrating? Was it fun? Was it easier or harder to make and understand points? Any other insights?

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PAPER CHAT CONT.

CHALLENGE

- Select a topic that matches your curriculum.
- Find an audio file, video segment, reading passage, or image for students to examine.
- Spread butcher paper across a large table or a number of desks pushed together. Place a pile of markers on or near the butcher paper -- enough so that every student has one.
- Compose a thoughtful question that will require deep conversation.
- Share the video, audio, image, or reading passage with the students.
- Ask the students to discuss this question in silence, using only markers.
- Explain to students that they can circle, underline, or otherwise mark their own or others' comments. They can also draw lines between or to comments, to draw attention to a conversation. The only rules are that they need to keep thinking and contributing... and they need to stay silent.
- Give students 10 minutes to have the silent conversation.
- Facilitate a group discussion about the content: What new ideas did they consider? What do they think their answer is to the original question and why?
- Facilitate a debriefing discussion about the process of silent conversation: Was it frustrating? Was it fun? Was it easier or harder to make and understand points? Any other insights?