

## Suggestions for Incorporating Videos into Instruction

There are three phases to incorporating a video into instruction: The Launch, Watch, and Debrief.

The **Launch** happens prior to the students watching the video. Some options include:

- Describing how the video/topic relates to other class concepts
- Providing the students with an overview or outline of the topic(s) or video(s)
- Having the students work on the “Intellectual Need-Provoking Task” associated with the video (available at <https://calcvids.org/intasks/>).

The **Watch** is when the students view the video and engage in related tasks. This can take place outside of class or in class.

For an **out-of-class watch** it is important to be explicit about what you want students to do.

Some options include:

- Taking notes
- Submitting a photo/scan of their notes
- Submitting questions they have about the video. This could be:
  - Submitted to you (the instructor) via the LMS module
  - Posted to a class discussion forum
- Answering questions a classmate has posted in a forum
- Solving the pre- and post-video questions included in the LMS module

For an **in-class watch** some options include:

- Watching the entire video and modeling how to watch and take notes
- Pausing the video regularly to point out key aspects, such as ways of reasoning or important representations
- Pausing the video regularly to ask students to explain what was going on or why aspects of the video were presented in a particular way
- Pausing the video periodically and asking students to summarize the ideas in their own words. This can be used to identify the discrepancies between the students’ summaries and the video content, and to emphasize the importance of precision and meaning when referencing quantities

The **Debrief** happens after watching the video—usually in class. Some options include:

- Discussing the questions students submitted
- Having students work in groups to summarize the main points of the video
- Having students work (again) on the “Intellectual Need-Provoking Task” or on some of the post-video questions
- Giving a short in-class quiz to measure students’ learning
- Re-watching the video and asking students to pause the video during moments when they were confused or surprised or have small groups discuss what was going on in the video