

# CRISS and VIDEOS and LECTURES

Welcome! Lynn and I want to touch base with you during this long Montana winter. Fortunately, both of us have had many opportunities to venture out through deep snowfields to warmer parts of the country.

As part of our venture, we have been collecting ideas for helping students learn more effectively from lecture and videos. For this newsletter we have borrowed ideas from two **famous** Wisconsin teachers, Doug Buehl and Cathy Cope.

## Learning From Videos

Doug Buehl, a CRISS trainer from Wisconsin and author of "Strategic Teaching with Video in a Diverse Classroom" (*Wisconsin Secondary Reading Association Journal*, 1991) writes about the need to energize students for learning from videos. He notes that videos can become a passive experience if all students have to do is sit back and view.

We agree with Doug. Sometimes we forget about what we know about learning when we use videos. For example, Lynn and I observed a lesson in a history class. The teacher did a great job of setting the stage before students read an article and the students proceeded to read and work together to develop a content frame for the material. When the lesson came to the video portion, the teacher seemed to forget about what he knew about learning. He simply turned on the VCR. He did nothing to activate prior knowledge or help students organize the material. His students, who had previously been so actively engaged in a reading experience, suddenly looked vacant.

What we know about strategic learning transfers directly to video experiences. For example:

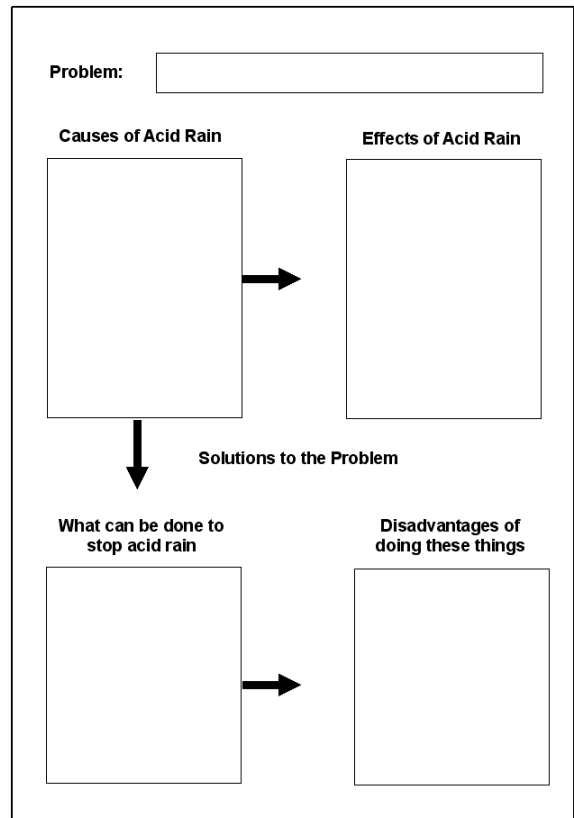
1. Preview the materials so that you know the videos' content and organization.
2. Set purposes for watching a video. "In this video you will be learning about . . . "
3. Talk about what students already know about the content.
4. Put key words and concepts on the board. Have students write about what they think they know about these ideas in their journals. Share journal entries with student pairs and with the whole class.
5. Ask students to develop questions about what they want to know about the upcoming topic. List questions on the overhead.
6. Once you have previewed the structure and content of the materials, develop a content frame for students to use for recording the information.

For example Doug Buehl (1991) used the following content frame for helping his students actively view the video "Acid Rain". After building background knowledge for the content, he gave each student a copy of the frame pictured here.

During the viewing of the video he told his students to jot down any information that fit into the four boxes while they viewed. They were told that they would be jumping around from box to box while they listened. The presentation was fast paced so students made quick notes without worrying about completeness or neatness. After the presentation they worked in small groups to talk about the content and add information to their notes.

By providing opportunities for students to explore their background about acid rain before viewing the tape and then providing a structure for taking notes, Doug made this video presentation an affective way to deliver content.

After viewing and note-taking we need to show students how to use their notes for self-testing. Model how to use content frames, two column notes and concept maps for self-recitation.



## Active Listening From Lectures

Kathleen Cope, a high school teacher from Janesville, Wisconsin, uses a listening strategy called S.T.O.P. She describes how important it is to use the same strategic instruction for teaching students listening strategies for lectures. She explains how important it is to build time into our lecture for students to reflect, to process and to assess their comprehension. She recommends the following:

- S. **STOP** at logical content breaks, and ask students to write a one sentence summary as part of their lecture notes. Provide a frame such as "During this part of the lecture, I learned about..."
- T. **TROUBLE-SHOOT**. Students look back over their notes and place question marks in margin where confusion exists. Take a moment for students to talk to a neighbor about their summaries and confusions.
- O. **ORGANIZE**. Before beginning the lecture talk about ways to organize the information. You might begin with a KWL, concept map, for set the students up to take two column notes. Continue talking about organizing strategies throughout the lecture.
- P. **PREDICT**. For this final step, ask students to predict what they think the next part of the lecture will be about. Have them briefly share their predictions, and then continue to the next part of the lecture.

In addition to these ideas, I like to model how to take lecture notes when I present. Sometimes I might use two column notes or a concept map to structure my lecture. I also talk about my own style of lecturing. Just as authors have clues noting what is important in their writing, each of use have "lecturing styles".

For example, I find myself saying things like "The most important thing is..." I also tend to use transition words like "first, second etc. when I lecture. I have found that most students don't know that these clue words actually will help them in structuring their lecture notes. So, when I give lectures, I actually stop, and have students notice my verbal clues. We also talk about how I have provided them clues about what is important by what I write on the board. "Anything I write on the board you better have in your notes!"

Lynn and I would love to learn about your ideas. Each of you needs to become a part of the CRISS network.

*About the Author: Dr. Carol Santa is the founder of Project CRISS.*

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