

Q. Can teaching with video be taken as active learning?

A. Not necessarily. It depends, as always, on HOW you use it. Just switching on and telling students to watch, for example, encourages passive learning, at best, and may provide an opportunity for students to 'switch off'.

The key question is what you expect your students to DO, and whether this activity will engage them in the learning process. Some ideas:

Think first about the outcomes. What would you like to emerge from the task of watching the video? Once you have the goal clearly in mind, what you need to get the students to do to reach that goal may become clearer.

Predicting. Tell the students what the video is about and ask them to predict what they might see, hear in the course of the video. make a list on the board. Ask them to put up their hand each time they see or hear something they have predicted.

At the end, see how much they managed to predict. Ask what can be crossed off the list did they see/hear anything that is NOT on the list? Add it now.

Tell the students they are going to watch again, and this time they will be looking for more details (specify, if possible, involving them in suggesting what additional details to look for).

This time, stop the tape as soon as a hand goes up. Discuss the additional detail, add to the board. If necessary, watch that clip again. Continue.

Finally, in small groups, ask the students to talk about what they have learned, and to report back, or make notes, or whatever is appropriate to the content of the video.

From Languages without Limits

<http://www.languageswithoutlimits.co.uk/activelearning.html>