

Video Learning Strategies



3-2-1

3-2-1 is a simple strategy that can be used with almost any Boclips video resource and encourages active viewing.

You will need:

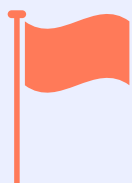
- Boclips video resource(s)
- Graphic Organizer or Online Form
- Pen for each student

1

Hand out graphic organizers to students or direct them to an online resource to store their answers. Explain that they will need to fill it out at the same time as watching the video.

2

Play the video, and instruct students to write down 3 things they learned, two questions they have and one thing they really enjoyed or an opinion they formed as a result of watching the video.



Have students share their responses in pairs, groups or with the whole class. This simple strategy allows you to check for understanding. Follow up activities could include a debate or collecting facts or ideas from classmates which also help to develop communication, reasoning and investigative skills.

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NAME:

3-2-1

Three facts I learned

FACT 1:

FACT 2:

FACT 3:



Two questions I have

QUESTION 1:

QUESTION 2:



One opinion I have

A large, empty rectangular box for writing the opinion.

Video Learning Strategies



It's a lottery!

This simple strategy involves having students watch a video and then complete a randomly assigned task associated with the learning material. This can be used at almost any point during a lesson.

- You will need:**
- Boclips video resource
 - A selection of short activities

1

Select a video to match your learning objectives and create a few short activities that most students are able to complete independently. These could include: write 3 questions you still have, summarize the video, share 3 things you learned, draw a comic that shows the purpose of the video, create a 5 question quiz on the video etc.

2

Before playing the video, tell students that they should be prepared to complete a random task related to the video.

3

To randomly assign these tasks, students could pull a slip of paper from a box, or each task could be numbered and students could roll a dice to determine which task they should complete.

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Depending on the length and complexity of the tasks, students can peer assess each other's work, or the teacher can grade the tasks after class.



Lottery activities encourage active viewing as students can't predict how they will be asked to demonstrate their learning. There is also an opportunity for peer to peer learning between students who have completed different tasks.

Video Learning Strategies



Exit Tickets

Exit tickets are a quick and easy way for teachers to check for understanding at the end of a lesson or lesson section and for students to reflect on their learning.

- You will need:**
- Boclips video resource(s)
 - Small piece of paper for each student
 - Pen for each student

1

As a class, revisit the learning objectives for the lesson. Focus on a specific skill or concept the students should have learned from the video resource(s).

2

Write a few short questions related to that skill or concept. The questions can be differentiated so that students answer a question tailored to them, or progressive so that all students answer simpler questions and those who finish them move on to more challenging questions.

3

Have students respond to the questions in writing. This should be a quick activity, so encourage students to summarise briefly.

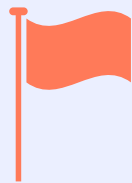
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Collect students tickets at the door on their way out. If you are using this between lesson sections, collect and briefly review the tickets before allowing students to continue with the next activity.



Use the information from the tickets to make decisions for the next lesson. For example, on re-teaching, lesson pace, activity type and student pairings. If collecting tickets between activities, you can instantly assess the need to re-teach a concept or skill.



Exit tickets are a simple and efficient method for formative assessment that allow you to quickly adapt teaching to meet students needs. The questions should facilitate short, focussed answers that, wherever possible, demonstrate deep knowledge or the skill or concept.

Video Learning Strategies



Post it!

This strategy requires very little preparation and encourages students to pay close attention to the video resource and they will earn more points for picking out original facts.

- You will need:**
- Boclips video resource
 - Sticky notes and pens

1

Select a video to match your learning objectives. Review it to find appropriate points to pause, to allow students to absorb the information and pick out the most interesting facts.

2

Before playing the video to the class, hand each student a post-it and explain the rules: students must write their name on the front of the post-it and a fact they have learned on the back. They earn one point for a fact from the video, and two points if no one else in the class has their fact.

3

Play the video, pausing at appropriate points if necessary. Encourage students to take rough notes during the pauses, but to wait until the end to choose the fact for the post it.

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At the end of the video, have all students stick their post-it on a wall or board. As a class, decide which facts are false, which are true, and which are original and put them in separate piles. Total up the scores for the class to see.



This simple activity encourages close watching and accuracy, since students earn more points for picking out original details. The gamification element is engaging and adaptable: for example students could also work in pairs or teams and a leaderboard could be established if the activity is used regularly.

Video Learning Strategies



Pause for Understanding

It's important that students actively engage in video material rather than consuming it passively. A simple way to do this is to pause the video to allow for comprehension activities.

- You will need:**
- Boclips video resource(s)
 - Comprehension activities

1

Select a video to match your learning objectives and review it to find appropriate points to pause. Create comprehension activities or prompt questions to use at these points. Tip: you can use the share feature on Boclips to highlight relevant sections of a video before the lesson.

2

Hand out comprehension materials before starting the video, or tell students that they need to be ready to make notes or contribute to a discussion.

3

Depending on the length, the video can be played all the way through without pausing the first time. This allows students to gain a general understanding of the topics covered.

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Next, pause the video at the points you selected. Give students a few minutes to answer questions, find key terms and facts, or discuss. Continue for the rest of the sections in the video.



If time allows, play the entire video through again to allow students to fill gaps or correct mistakes they might have. To check for understanding, have students share their findings in groups or with the whole class.

Video Learning Strategies



Bingo!

This strategy requires more preparation but is very flexible for use with almost any topic at any level. It can replace multiple-choice quizzes or simple Q&A worksheets to create an atmosphere where students learn through play.

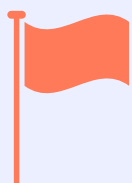
- You will need:**
- Boclips video resource
 - Bingo cards
 - Counters or pens

1

Select a video to match your learning objectives and create several different bingo sheets based on the content. Hand them out and have students play bingo while watching the video.

2

Students could also create their own bingo sheets by selecting items such as facts, concepts or vocabulary terms from a list provided by the teacher. Alternatively, they could create their own bingo game after watching the video and taking notes. Activities can be individual or in pairs or groups.



This engaging method can be re-used for a number of topics and a leaderboard could be established if the activity is used regularly. It can also be digitized with tools such as Bingo Baker.

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NAME:

BINGO

**Free
Square!**