



## Why Should I Integrate Multimedia Resources into My Teaching?

*As a 21st century teacher, you have the opportunity to engage your students like never before. Multimedia resources, such as interactive online games, video clips, podcasts and data sets, allow you to address a range of learning styles and meet the needs of every student. Whether you're showing video to the entire class or overseeing individual online interaction, multimedia resources can provide a gateway to a whole new level of learning for you and your students.*

### **Multimedia Resources offer:**

- **Portability**—With multimedia, learning can happen anytime, anywhere. Students can listen to a podcast or view a vodcast at home, in the car or on a field trip. These tools are great ways to reinforce concepts and enable students to learn in context. Imagine, for example, learning about the night sky while listening to an astronomy podcast. As busy teachers you can access professional development with podcasts, vodcasts and online.
- **Flexibility**—Today's resources let you demonstrate concepts and lessons in ways that textbooks and classroom lectures alone can't. Teaching about DNA? With multimedia, you can have students research DNA online, bring world-renowned scientists into your classroom with podcast lectures, show a 3D computer model of a DNA strand and then have students design their own strand.
- **Individualized Learning**—Multimedia resources can help you meet the needs of many different types of learners. Visual learners can watch an online video, while auditory learners listen to streaming audio and hands-on learners play an interactive game. Students who need extra practice can use these tools again and again.
- **Collaboration and Community Building**—Blogs, social networking sites and wikis allow students to interact with and teach each other, not only within their own school, but with learners across the country and the world as well.
- **A Broader View of the World**—Multimedia resources can help your students experience today's global community. With multimedia, students can learn about new cultures and countries in immediate and authentic ways – and prepare to interact with that broader community in an increasingly collaborative global job market.

Visit PBS Teachers ([www.pbs.org/teachers](http://www.pbs.org/teachers)) to check out thousands of online and interactive resources. And be sure to check out our Media Infusion blog ([www.pbs.org/teachers/mediainfusion](http://www.pbs.org/teachers/mediainfusion)) where teachers share advice for using digital media and technology.



## Tips for Effectively Using Multimedia Resources in the Classroom

### Before Class

- Preview the multimedia resources to make sure they are appropriate and fit the goals of the lesson.
- When using video, select segments that are most relevant to the curricular topic addressed in the lesson. A brief clip can spark interest and/or demonstrate a specific concept. Prepare the classroom environment and electronic equipment ahead of time. Choose lighting and arrange seating to enhance the learning experience.
- When using the Internet, choose sites that are easy to navigate and factor in the time it will take students to access information on the sites. Bookmark each site students will use on each workstation or computer. If the sites include special applications or plug-ins, make sure that these are enabled and include instructions on how students can access them.

### During the Multimedia-based Lesson

- Begin with an activity that introduces the topic of the lesson and stimulates students' pre-existing knowledge. You may wish to introduce new vocabulary or a new idea, invite students to make predictions about what they will learn or use a related hands-on activity to get students excited about the lesson.
- Provide a focus for students' interaction with the multimedia resource. This may be a set of questions to answer, a particular topic on which to take notes, a specific perspective from which to assess the content, or another task that students must work toward completing.
- When using video, view one segment at a time and direct the learning experience. Pause frequently to control the pace and amount of information, check for comprehension, solicit interpretations and predictions, clarify important points, and provide opportunities for students to make connections to other topics or events. Consider viewing the same segment several times to increase critical thinking, analysis, observation and listening skills.
- When using the Internet, clearly demonstrate what students are expected to do during the lesson and monitor students closely while they are online to keep them on task. Pause to check for comprehension and provide clarification, highlight important points, solicit inferences and predictions, and encourage comparisons and connections.
- Encourage student awareness of production values in order to develop media, information and technology literacy skills. Have students consider how the creators of a video or Web site use specific techniques to affect viewers'/users' perceptions of the content and manipulate their reactions.

### After the Lesson

- Provide opportunities for small or large group discussion that looks in-depth at what students have just viewed.
- Follow the discussion with a hands-on, interactive culminating activity that allows students to apply, reinforce, and demonstrate what they have learned during the lesson.