

Welcome to the Instructor's Manual for SAGE Video!

Video is a central component of instruction and learning in higher education; however, high quality video that is explicitly developed and organized around curricula and key course needs is hard to find. *SAGE Video* aims to rectify this by offering collections of top-quality video—both newly commissioned and existing licensed videos—organized for instructors and students at all levels of university study.

The video collections are

- ▶ organized around subject taxonomies so that instructors and students can easily find the content they need for both class management and study, and
- ▶ designed with a clear line of sight to the learning outcomes of courses at university.

The *SAGE Video* platform offers numerous features designed to help both instructors and students, including a fully customizable video clipping and embedding tool to put control right in the hands of the end-user. Instructors and students can feel confident that *SAGE Video* will enhance the teaching and learning process both inside and outside of the classroom. Please visit this landing page for more information: sagepub.com/video.

The following is a faculty-oriented guide designed to help course instructors implement *SAGE Video* content within their teaching practices. Whether delivering lectures, research assignments, class discussion, or different forms of assessment, the following pages are intended to help instructors think about how they might use video in their course teaching, providing practical examples for implementation.

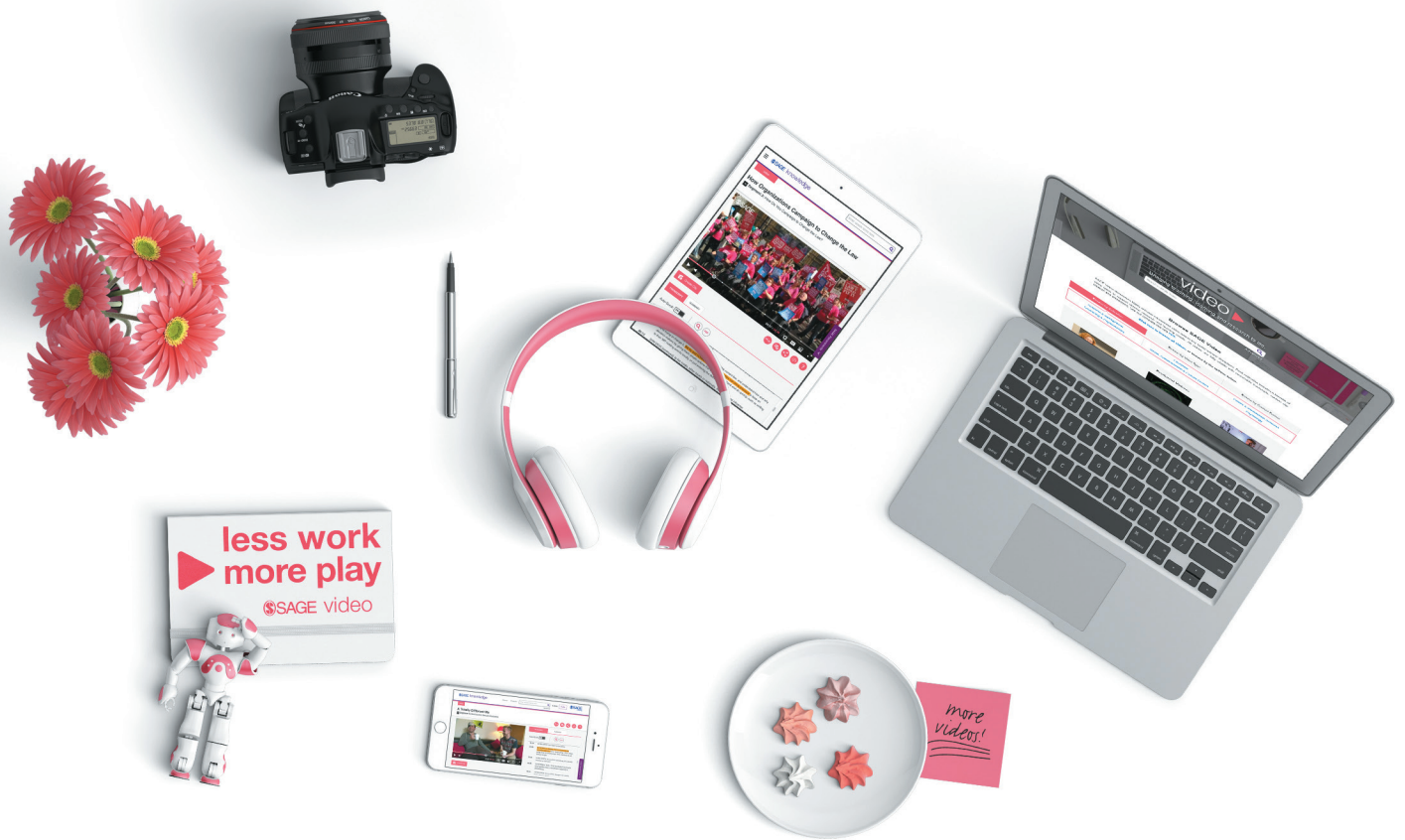
Written by academic faculty members in the relevant disciplines, each Instructor's Manual

- ▶ is organized by content type, first describing the value of using that particular content type in a given discipline,
- ▶ selects a video example and lists the courses in which this could be used,
- ▶ offers carefully curated clips of that content and the key concepts in which the clips will aid learning, and
- ▶ provides a variety of different course contexts where these clips can enhance instruction, such as assignments and assessments.

We hope that this guide helps you in your use of *SAGE Video*!



sk.sagepub.com/video



SAGE video

Bringing teaching, learning and research to life

Education
Teaching with Documentary Video

Content Type

Documentary videos are generally done by a licensed film that handles a subject matter in a long form. Such videos aid seminar, classroom discussions, and assignments. An instructor can use clips and segments of the video to elucidate and highlight issues.

Algebra Handshake

<http://sk.sagepub.com/video/algebra-handshake-teaching-support>

In this documentary, Isaac Anoom, a Grade 6 mathematics teacher, implements a classic math problem called the “handshake problem” by having students think algebraically. Students record their observations, identify the pattern, and explain or justify the pattern they see. The goal of the handshake problem is for students to notice patterns by using different representations and start thinking about how to generalize the pattern into symbols.

Suggested Courses or Topics

This documentary can be used in a teacher preparation course where students are learning how to become mathematics teachers at the elementary and secondary levels. The documentary focuses on encouraging students to think algebraically and reason about their answers—traits that are indispensable as a good mathematical problem solver. The documentary highlights how to create a mathematics environment that is safe for students to share and justify their thinking, ask questions, make conjectures, and take risks, which can help prospective math teachers rethink how to design their future classroom to facilitate mathematical learning for all students and engage students in mathematical discourse. Course examples might include:

- ▶ elementary math methods,
- ▶ secondary math methods,
- ▶ problem based learning, and
- ▶ inquiry based learning.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ student engagement and motivation,
- ▶ elementary math,
- ▶ secondary math, and
- ▶ constructivist and social theories of learning.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Implementation of the handshake problem. **Clips 0:00 – 0:38, 1:01 – 2:05, and 3:26 – 4:43.**
- ▶ Teacher reflects on the handshake problem. **Clip 0:38 – 1:00.**
- ▶ Students’ various methods of recording. **Clip 2:08 – 2:22.**
- ▶ Teacher challenges student’s incorrect answer. **Clip 2:23 – 3:13.**
- ▶ Making mistakes meaningful. **Clip 3:13 – 3:24.**
- ▶ Why teaching algebra can be tricky. **Clip 4:46 – 5:59.**

Research Assignment

See below for an example assignment that you might use for students

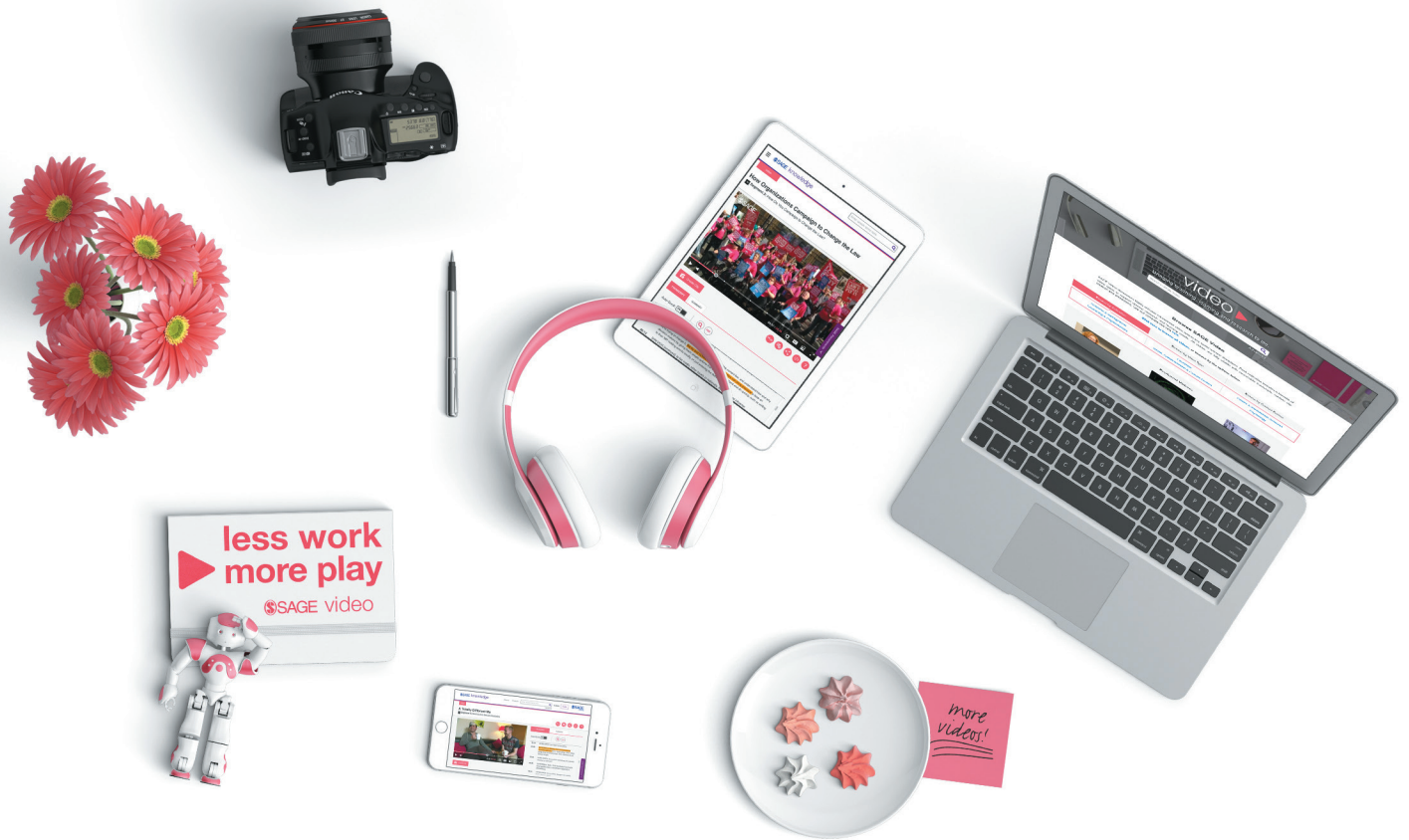
This documentary shows Isaac Anoom implementing the handshake problem and the different strategies or representations students produce (**Clip 2:06 – 2:20**). Implement the handshake problem with a group of students in your field experience, practicum, or clinical setting. What representations or strategies do your students produce? How are they similar or different from the ones in the video? Also, reflect on your mathematics teaching practices, focusing on how to develop problem solving and algebraic thinking in your learners—what would you change in your implementation of the task and why? What would you keep the same?

Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 What are strategies or representations do students produce? **Clip 2:06 – 2:20.**
- 2 How is the handshake problem an algebraic problem? **Clip 5:38 – 5:57.**
- 3 What kinds of algebraic habits of mind are included? **Clip 3:26 – 4:45.**
- 4 How did the teacher handle the response (**Clip 2:28 – 3:13**) to the young boy who thought he came up with a generalization of doubling? What questions did the teacher ask so the student could revise and rethink his work?
- 5 How does the teacher find teaching algebra tricky? (**Clip 4:55 – 5:27**). What can you do as a future mathematics teacher to make algebra “less tricky” for students?





SAGE video

Bringing teaching, learning and research to life

Education
Teaching with Interview Video

Content Type

Interview videos include a leading academic in the field talking about a subject for 40–45 min or showcase an academic or practitioner talking about their experiences in a given field and/or observations on trajectories. These videos are segmented into 13–15 questions, topics, or chapters. Learners hear viewpoints of a key academic in their field of study; often these will be academics cited in textbooks they are using or journal papers they may be recommended to read. Using *interview* videos may support learners' experience in hearing different expert voices on academic subjects and help them learn key concepts.

Ten Best Teaching Practices

<http://sk.sagepub.com/video/ten-best-teaching-practices>

In this interview, Dr. Donna Walker Tileston presents ten best teaching practices. These practices are adopted by Dunbar Middle School and used in the curriculum to improve students' progress and teachers' morale. The video shows how teachers implement these teaching practices.

Suggested Courses or Topics

This interview can be used in nearly any teacher preparation course where students are learning how to navigate the teaching profession. This interview can especially be very useful to show some specific strategies to effective teaching to prospective teachers during their field experience or student teaching. Course examples might include:

- ▶ assessment,
- ▶ classroom organization,
- ▶ behavior management for improving academic and classroom behavior,
- ▶ classroom management,
- ▶ learner engagement, and
- ▶ teaching strategies.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ 21st century learning,
- ▶ classroom organization,
- ▶ student engagement and motivation,
- ▶ motivation & learning,
- ▶ student behavior, and
- ▶ high school teaching methods.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Chapter 1: Creating an Environment that facilitates learning. **Clip 0:00 – 6:31.**
- ▶ Chapter 2: Differentiating with a variety of teaching strategies that address different learning styles. **Clip 6:32 – 13:11.**
- ▶ Chapter 3: Strategies that help students make connections from prior learning and experiences to new learning across disciplines. **Clip 13:12 – 19:21.**
- ▶ Chapter 4: Teaching for long term memory is a primary goal. **Clip 19:22 – 27:19.**
- ▶ Chapter 5: Constructing knowledge through higher level thinking processes. **Clip 27:20 – 33:35.**
- ▶ Chapter 6: Collaborative learning is an integral part of the curriculum. **Clip 33:36 – 40:10.**
- ▶ Chapter 7: Bridging the gap between all learners, regardless of race, socioeconomic status, sex, or creed. **Clip 40:11 – 46:13.**
- ▶ Chapter 8: Evaluating learning through a variety of authentic assessments. **Clip 46:14 – 52:37.**
- ▶ Chapter 9: In-depth understanding that leads to real world practices. **Clip 52:38 – 57:04.**
- ▶ Chapter 10: Seamless integration of technology for high quality instruction. **Clip 57:05 – 1:01:57.**
- ▶ Chapter 11: Putting it all together. **Clip 1:01:58 – 1:03:32.**



Research Assignment

See below for example assignments which you might use for students

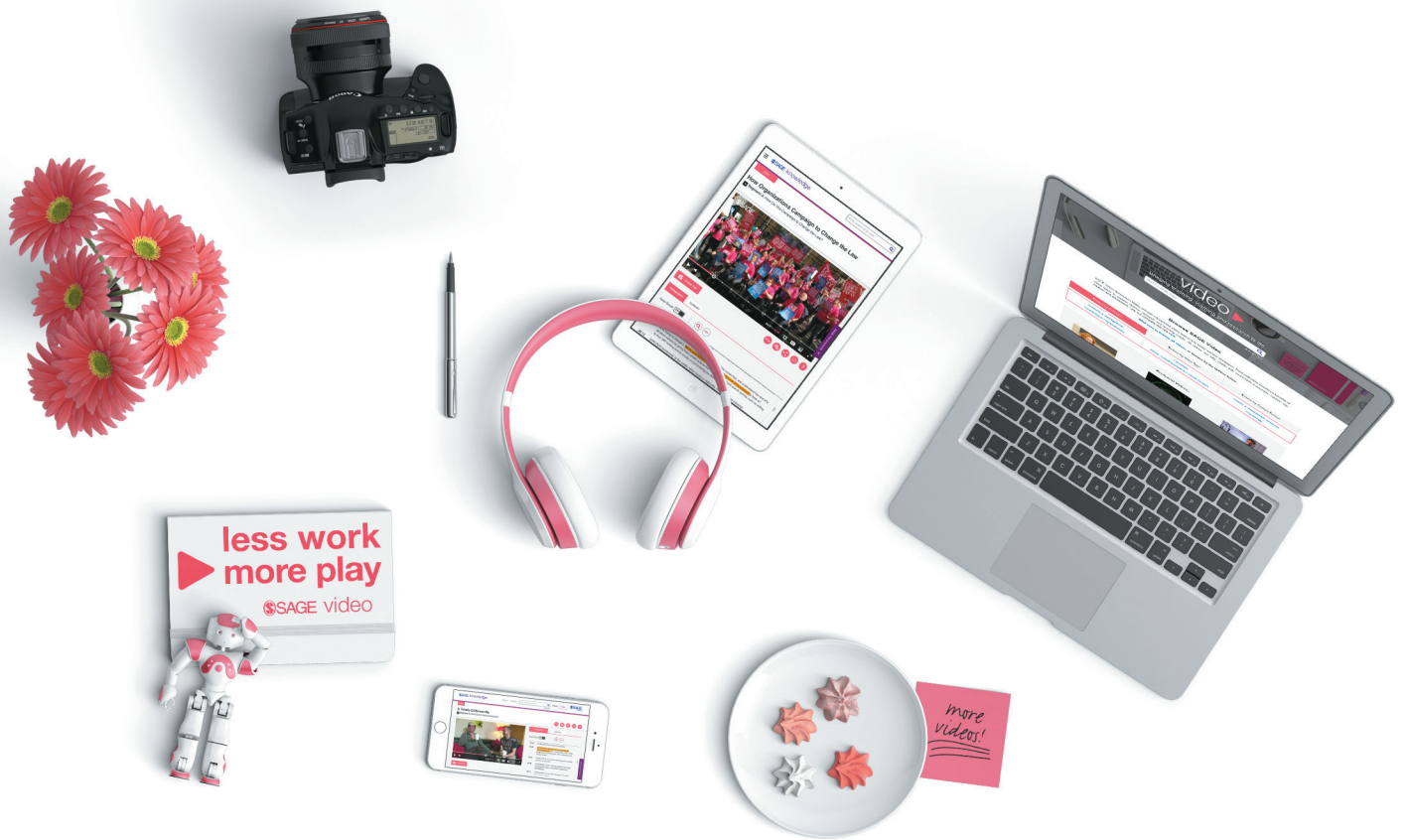
- 1 Reflect on the ten teaching practices that are showcased in this video. What are your strengths? Why are they considered strengths? Give specific examples. What are your weaknesses or areas for improvements? What practical steps can you take so you can improve on these areas of weaknesses?
- 2 The video shows a segment “Teaching for Long-Term Memory” (**Clip 22:36 – 22:57**). Take a lesson that you will teach or have taught and come up with strategies that help students retain the content through the five senses so that the content is stored using the five memory pathways.

Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 Dr. Donna Walker Tileston states that the goal with kids from poverty is to build resilience, and it is resilience that helps a person be successful (**Clip 3:02 – 3:45**). Do you agree or disagree with this statement? Why? How might this compare with the “growth mindset” thinking?
- 2 There are many strategies that Dunbar teachers use in this video. What are some strategies that you’d like to use and why? How will you use them specifically and how will it deepen students’ content knowledge?
- 3 When students come into the classroom with deficient knowledge and/or skills, what should we do as teachers? How do we intervene? Which instructional practices make the most difference in student learning?
- 4 Dunbar’s principal mentions attribution theory (**Clip 45:28**). What is it?
- 5 How does Jensen’s Four Stages of Understanding (i.e., starter knowledge, relational knowledge, global knowledge, and expert knowledge) (**Clip 53:39 – 57:02**) compare with the Depth of Knowledge Framework and/or Bloom’s Taxonomy?





SAGE video

Bringing teaching, learning and research to life

Education
Teaching with In Practice Video

Content Type

In Practice videos focus on practitioner contexts, anywhere from 5–30 min, which help make connections between theory and practice by showing viewers real world applications.

In Practice videos can be a teacher in the classroom, a counseling session for psychology, a newsroom for journalism, an office for leadership, etc. Using videos like these can take the learner to places where no textbook can ever achieve—a virtual demonstration of academic ideas working in practice. *In Practice* videos can be used to aid in seminar discussions and given as assignments where the instructor wants to demonstrate issues, theories, and key concepts being taught in the classroom.

21st Century Learning

<http://sk.sagepub.com/video/21st-century-learning>

In this video, Matthew Cottone, World Studies Six and Tools for Success Teacher at Van Hoosen Middle School, talks about how he uses technology in his classroom for meaningful instruction and productive learning. He shows how he uses technological tools such as SMART board, clickers, text messaging, Facebook, and even Instagram in his classroom. With the integration of technology in the classroom, students enjoy lessons with activities and quizzes that keep them engaged.

Suggested Courses or Topics

This video can be used in nearly any teacher preparation course that encourages teachers to use technology in their classrooms. Course examples might include:

- ▶ teaching methods,
- ▶ curriculum & instruction,
- ▶ pedagogy,
- ▶ adolescent development,
- ▶ student engagement, and
- ▶ teaching with technology.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ 21st century learning,
- ▶ motivation & learning, and
- ▶ teaching diverse students.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Introduction. **Clip 0:00 – 3:12.**
- ▶ Mr. Cottone's use of Smart board and GeoPolitics to drive students' learning. **Clip 3:13 – 4:43.**
- ▶ Using the Smart board to review lessons and using it as a formative assessment tool. **Clip 4:44 – 5:16.**
- ▶ Using clickers to assess students' learning. **Clip 5:17 – 7:00.**
- ▶ Using the SMART board to reinforce skills. **Clip 7:19 – 7:48.**
- ▶ Responding to changes in technology. **Clip 7:49 – 9:48.**

Research Assignment

See below for an example assignment that you might use for students.

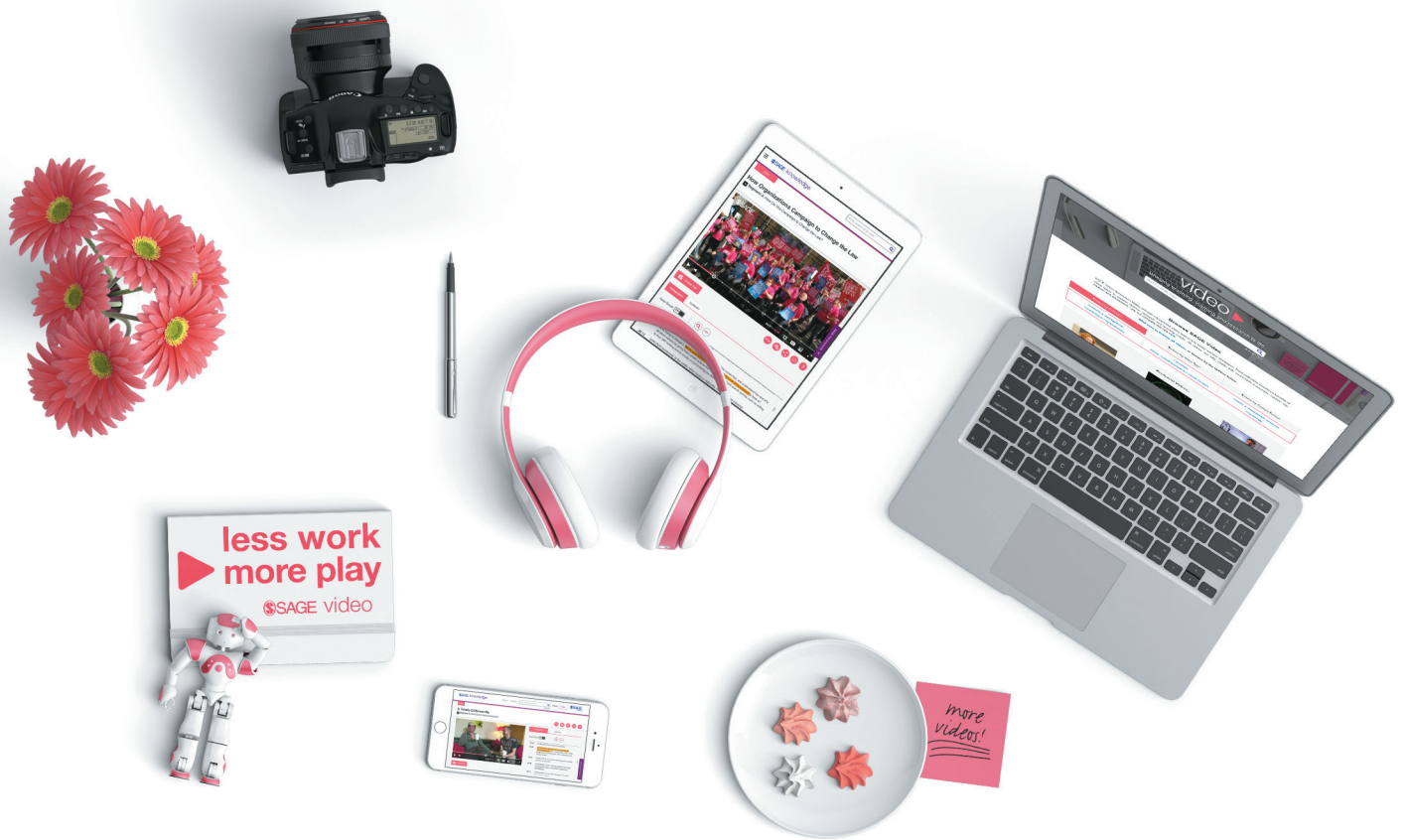
Mr. Cottone shares some examples of how he uses technology in his classroom to reinforce and deepen students' learning of content as well as exercise 21st century skills (**Clips 3:13 – 4:43, 4:44 – 5:16, 5:17 – 7:00, and 7:19 – 7:48**). What is your view or position of using technology in the classroom? How can it help (and hinder) students to develop 21st century skills? What are the affordances and constraints of using technology to drive students' learning? Use specific examples to justify and strengthen your view/position.

Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 Mr. Cottone states, "World studies and technology go hand in hand" (**Clip 2:16 – 2:41**). How can technology be used to deepen students' learning in your content area? Furthermore, what content-specific technologies exist that deepen students' understanding of content?
- 2 What are affordances and constraints of using a clicker? **Clip 5:17 – 7:00.**
- 3 What tip does Mr. Cottone provide to the viewer? How does he use technology? **Clip 7:49 – 8:57.**
- 4 Why is it important to use technology? **Clip 8:58 – 9:41.**





SAGE video

Bringing teaching, learning and research to life

Education
Teaching with In Practice Video

Content Type

In Practice videos focus on practitioner contexts, anywhere from 5–30 min, which help make connections between theory and practice by showing viewers real world applications. *In Practice* videos can be a teacher in the classroom, a counseling session for psychology, a newsroom for journalism, an office for leadership, etc. Using videos like these can take the learner to places where no textbook can ever achieve—a virtual demonstration of academic ideas working in practice. *In Practice* videos can be used to aid in seminar discussions and given as assignments where the instructor wants to demonstrate issues, theories, and key concepts being taught in the classroom.

Classroom Management

<http://sk.sagepub.com/video/classroom-management>

In this video, several teachers in primary and secondary education discuss classroom management strategies for engaging and motivating students.

Suggested Courses or Topics

This video can be used in nearly any teacher preparation course where students are learning how to manage the classroom. This video can especially be very useful to show prospective teachers, during their field experience or student teaching, some specific strategies to manage the classroom. Course examples might include:

- ▶ assessment,
- ▶ classroom organization,
- ▶ behavior management for improving academic and classroom behavior,
- ▶ classroom management,
- ▶ learner engagement, and
- ▶ teaching strategies.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ student engagement and motivation,
- ▶ motivation & learning, and
- ▶ student behavior.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Secondary math teacher Michael Weingarden. **Clip 0:00 – 1:24.**
- ▶ Elementary first grade teacher Tiffany Armas. **Clip 1:25 – 2:49.**
- ▶ Secondary chemistry teacher Debbie Dogancay. **Clip 2:50 – 4:00.**
- ▶ Elementary third grade teacher Julie Hughes. **Clip 4:01 – 4:58.**
- ▶ General closing comments from Debbie Dogancay. **Clip 4:59 – 6:06.**

Research Assignment

See below for an example assignment that you might use for students

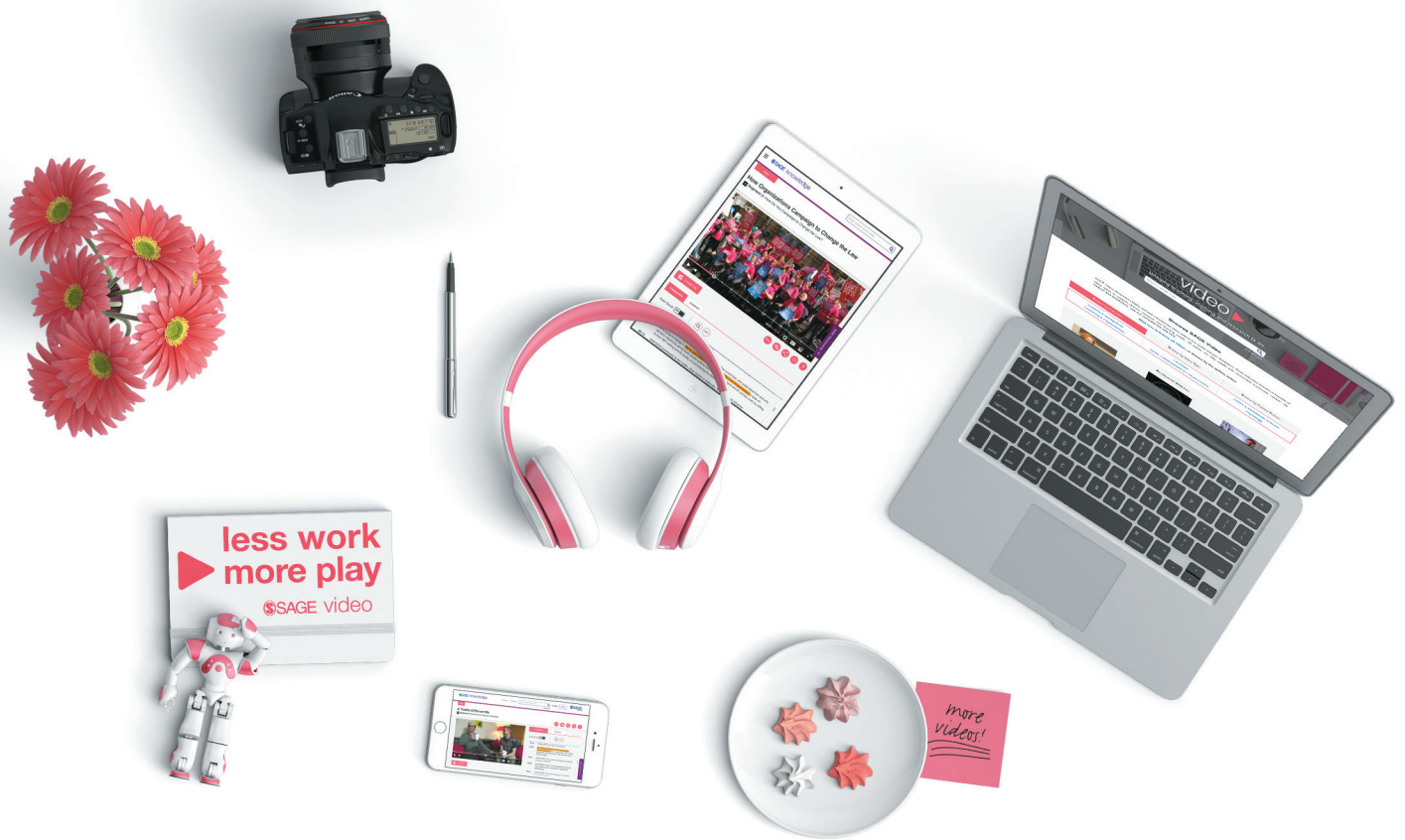
Observe the classrooms of two teachers in your content area and two teachers outside of your content area who are skilled with classroom management. What strategies do they use to keep their students engaged and their classroom organized? Interview these teachers. What tips on classroom management do they provide?

Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 Based on each teacher in the video, what is classroom management according to him/her? What advice does each give? **Clips 0:16 – 1:24, 1:45 – 2:49, 3:06 – 4:00, and 4:15 – 4:58.**
- 2 How is their advice similar and different?
- 3 Why is classroom management so important to conquer? **Clip 5:00 – 5:38.**





SAGE video

Bringing teaching, learning and research to life

Education
Teaching with Tutorial Video

Content Type

Tutorial videos are generally brief (5–10 min) and examine one specific topic in a particular discipline. Examples include 21st century learning, motivation and learning, assessment, or teaching methods. *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of classroom, or, because of their brief nature, can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

Designing Rubrics for Project Based Learning

<http://sk.sagepub.com/video/designing-rubrics-for-project-based-learning>

In this tutorial, Dr. Jean Lee, assistant professor at University of Indianapolis, introduces how teachers can use rubrics to assess and instruct their students in project-based learning units. Project-based learning (PBL) is a systematic teaching method in which teachers involve students in real life learning, using problems from the community. This tutorial provides examples of how to design a rubric for a PBL unit that assesses not only students' content knowledge but also 21st century skills—such as the ability to communicate and represent problems or collaborate with others—so that these skills become easier to assess. She discusses the importance of a holistic rubric and how to create one. Crystal Collier, a practicing high school mathematics teacher, shares a rubric she used in her project-based learning unit, which supported the students to shape their projects based on clear and objective reasoning while allowing for the instructor to express expectations in a concise way.

Suggested Courses or Topics

This tutorial can be used in nearly any teacher preparation course where students are learning how to design rubrics that include assessing 21st century skills in addition to assessing students' content knowledge. Course examples might include:

- ▶ elementary methods,
- ▶ secondary methods,
- ▶ problem-based learning, and
- ▶ inquiry-based learning.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ 21st century learning,
- ▶ motivation & learning,
- ▶ secondary assessment, and
- ▶ high school teaching methods.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ What is project-based learning? **Clip 0:38 – 1:26.**
- ▶ Elements of designing a project-based learning rubric. **Clip 1:28 – 4:05.**
- ▶ Crystal's project-based learning rubric. **Clip 4:16 – 7:03.**
- ▶ Case study. **Clip 7:04 – 10:01.**

Research Assignment

See below for an example assignment that you might use for students

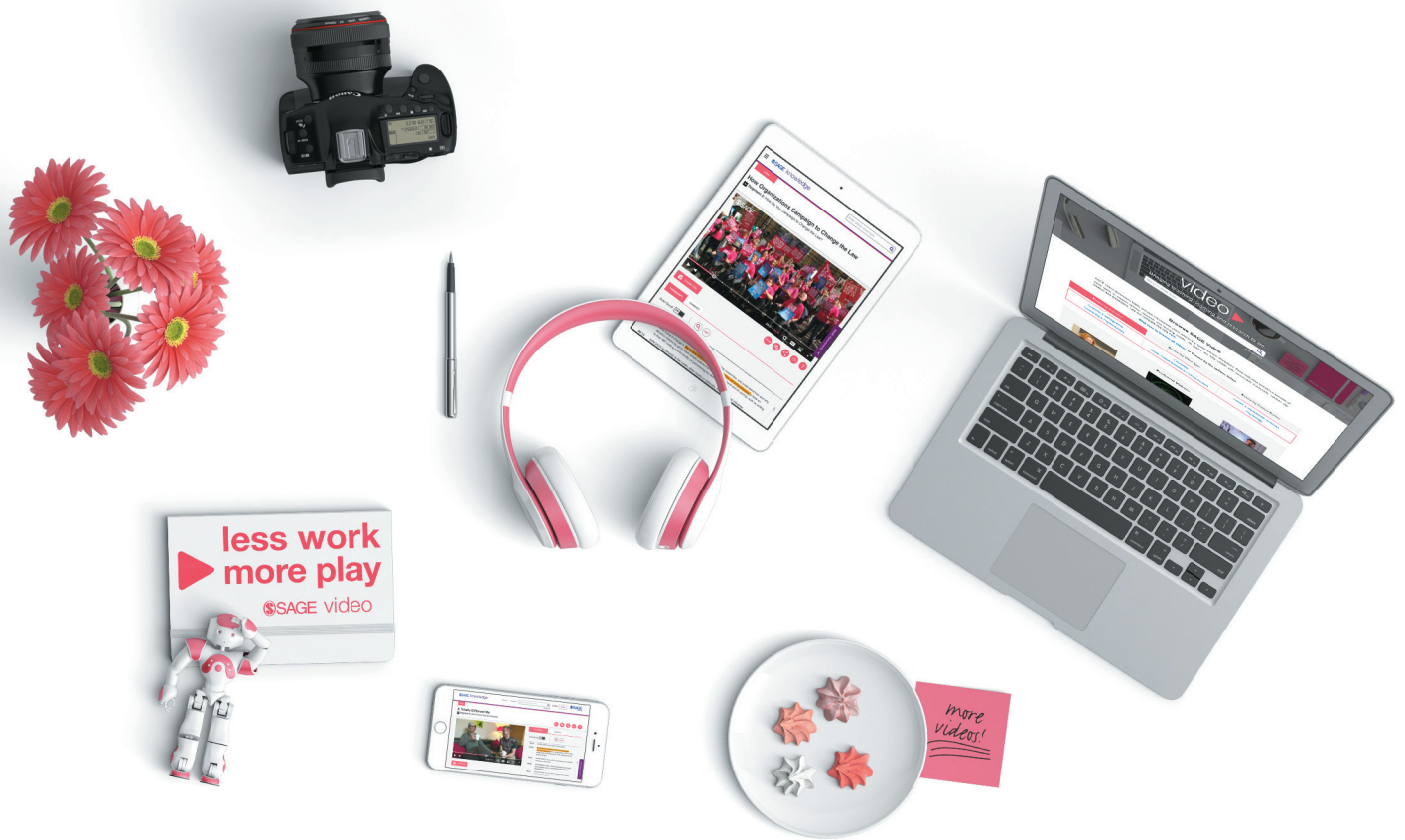
Research the differences and similarities of an analytic rubric versus a holistic rubric. What are the affordances and constraints in creating such rubrics (**Clip 1:16 – 1:57**)? In this clip, Dr. Lee shares elements of designing a good project-based learning rubric (**Clip 1:28 – 4:05**) and teacher Crystal Collier shares her project-based learning rubric (**Clip 4:16 – 7:03**). Think about a project that (1) you were required to do in primary schooling (grades K-12) and (2) you want to do in the future as a teacher. What content learning and 21st century skills will you assess? Create holistic rubrics for these projects.

Classroom Discussion

Here is an example question that might be used for in-class discussion.

Dr. Lee discusses elements of designing a project-based learning rubric (**Clip 1:28 – 4:05**). What are these essential elements? What other attributes might you include? Teacher Crystal Collier also shares her project-based learning rubric (**Clip 4:16 – 7:03**). What 21st century skills does Crystal assess in her project-based learning unit?





SAGE video

Bringing teaching, learning and research to life

Education
Teaching with Tutorial Video

Content Type

Tutorial videos are generally brief (5–10 min) and examine one specific topic in a particular discipline. Examples include 21st century learning, motivation and learning, post-modern theories of learning, or high school teaching methods. *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of classroom, or, because of their brief nature, can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

Preparing a Unit for Project Based Learning

<http://sk.sagepub.com/video/preparing-a-unit-for-project-based-learning>

In this tutorial, Dr. Jean Lee, assistant professor at University of Indianapolis, introduces project-based learning and discusses how to prepare any unit as a project-based learning unit. Project-based learning is a systematic teaching method in which teachers involve students in real life learning, using problems from the community. She discusses two crucial components, driving question and entry event, of project-based learning. These two elements help drive students' learning and make their learning authentic and relevant. Crystal Collier, a practicing high school mathematics teacher, provides examples of these components in a project-based learning unit to make students' learning authentic and relevant to their lives.

Suggested Courses or Topics

This tutorial can be used in nearly any teacher preparation course where students are learning how to make learning authentic and relevant to students' lives. Course examples might include:

- ▶ elementary methods,
- ▶ secondary methods,
- ▶ problem-based learning, and
- ▶ inquiry-based learning.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- ▶ 21st century learning,
- ▶ motivation & learning,
- ▶ post-modern theories of learning, and
- ▶ high school teaching methods.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Elements of a driving question and examples. **Clip 1:03 – 3:50.**
- ▶ Elements of entry event and examples. **Clip 4:08 – 5:25.**
- ▶ Crystal's driving question and entry event. **Clip 5:29 – 11:54.**

Research Assignment

See below for an example assignment that you might use for students

Dr. Lee shares some example driving questions and discusses three elements in a good driving question (**Clip 1:03 – 3:50**). She also reviews five things an entry event accomplishes (**Clip 4:08 – 5:22**). Think about a project that (1) you were required to do in primary schooling (grades K-12) and (2) you want to do in the future as a teacher. What content learning will take place? Create a driving question and entry event for those projects. Justify how the driving questions and entry events engage students in authentic learning.

Classroom Discussion

Here is an example question that might be used for in-class discussion.

Dr. Lee discusses three elements in a good driving question (**Clip 1:03 – 3:50**). She also reviews five things an entry event accomplishes (**Clip 4:08 – 5:22**). What other criteria might be included when designing a driving question and entry event?



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