

Instructional Television in North Carolina: An Overview Programs to Record for Use in the Classroom

Instructional Television: 1. programs or series of programs selected by curriculum specialists at the NC Department of Public Instruction to support the NC Standard Course of Study, the ABC Program or the four strategic priorities: a) high student performance, b) safe and orderly schools, c) quality teachers, administrators and staff, and d) efficient and effective operation within the education system. 2. an electronic system of transmitting instructional programming to the schools throughout NC via the UNC Public Television System each Tuesday morning from 2-4am.

For the most up-to-date scheduling information or additional information on instructional programming via PBS, consult the UNC-TV web site:

<http://www.unctv.org/education/tvforlearning/schoolTV/index.html>

To preview many of the programs online, go to the distance learning site

<http://www.ncpublicschools.org/distancelearning/> and select <classroom resources>.

Overnight Schedule

To facilitate the use of curriculum related video resources, the Department of Public Instruction, in conjunction with UNC Television, delivers the Instructional TV schedule Tuesday mornings, 2-4am. There are 11 UNC-TV channels statewide. Please identify the PBS channel in your area and set your VCR/DVD the evening before (Monday) to receive 2 hours of programming each Tuesday morning, 2-4am over one of the 11 UNC-TV stations, statewide.

Rights Provisions

NC DPI negotiates rights for each series/title based on the states' student population; therefore, **PBS copyright and "fair use" guidelines are not in effect for the programming on the STV schedule** (2-4am, Tuesday). All series may be recorded and retained for life of tape/DVD or in perpetuity.

Free Video Resources

School Television (STV) programming is free to all educators in North Carolina. Your only cost will be the 2-hour tapes/DVD you must purchase and the videocassette/DVD recorder, which most likely is currently available in each school and/or home. Plan now to tape and preview entire series in search of segments or clips that will enhance your lesson plans. Start building your personal classroom instructional video collection now.

Building a Library of Instructional Video (VHS suggestions)

1. **Consult the program descriptions** <http://www.ncpublicschools.org/distancelearning> select <classroom resources> and <Alphabetical list of series descriptions and schedules> to identify series which best meet curriculum needs and instructional objectives.
2. **Check the STV schedule for dates and times.** Set your VCR for the correct UNC Public Television channel, date, and time.
3. **Record at "standard speed."** Although recordings can be extended with slower speeds, video quality is compromised. To accommodate the commonly used 2-hour VHS format, we have scheduled the programming in 2-hour increments.
4. **Remove the small square plastic tab on the back of the VHS cassette;** this will protect the video from erasure. (*Should you wish to recycle a video, simply place a piece of tape over the square.*)

5. **Label all tapes with series and/or program titles.** Arrange alphabetically and vertically on a bookshelf.

Effective Strategies for Using Instructional Television

1. **Preview** each program carefully to determine its suitability for achieving the lesson's objectives and the students' learning outcomes.

2. **Select segment(s)** most relevant to your lesson topic. Often a program is too content dense; select segments in a sequence which will maximize your student's comprehension.

3. **Prepare classroom for viewing.** Check equipment (monitor, VCR and remote). The remote is very important for effective utilization.

NOTE: Video in the dark reinforces the medium as passive and entertainment: to enable the teacher to gauge content understanding via student expressions, lights must be on. Leave on as many lights as possible, e.g., one bank may be turned off to prevent glare.

4. **Before** viewing the video, provide a focus for viewing. Introduce the tape segments with a question, things to look for, unfamiliar vocabulary, or an activity that will make the content of the program more clear or meaningful. By charging students with a specific responsibility while viewing, teachers can keep students "on task" and direct the learning experience to desired outcomes.

5. **While** viewing the video, pause the tape to check for comprehension, to solicit inferences, predict an outcome, define a word, provide time to replicate "just view" experiments, practice observational skills, or analyze a concept.

6. **After** viewing the video, reinforce the learning experience with hands on activities, which can include manipulation of data and materials, letter and journal writing, group project, computer generated reports, etc.