



# WORKSHOP 1 – THE IMPACT videos INTRODUCTORY

conference of SciCon - new complicated approach to the study of subjects science & office  
in et coli Multiplication Event E2



## Trigger video actors in invACROSSis based complicated on problems

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Traditionally, classic problems, "on paper/tablet" are used as a "trigger" to stimulate the area, in the invACROSSis based complicated on problems (PBL - Problem Based Learning).

However, video may be a better medium because it keeps the original language, I encourage active extraction to inform and avoid depersonalization it allows direct observation of the phenomena or scenes presented.

In short, it exposes students to the complexity of real-world issues.

Most of the students and the teachers considered the use of trigger video actors could increase their powers of observation and motivation of students, can help them integrate different information in the understand better it is A-motivate them to learn. They have a PBL site using a more interesting video set preferred it to PBL using classic presentation cases.

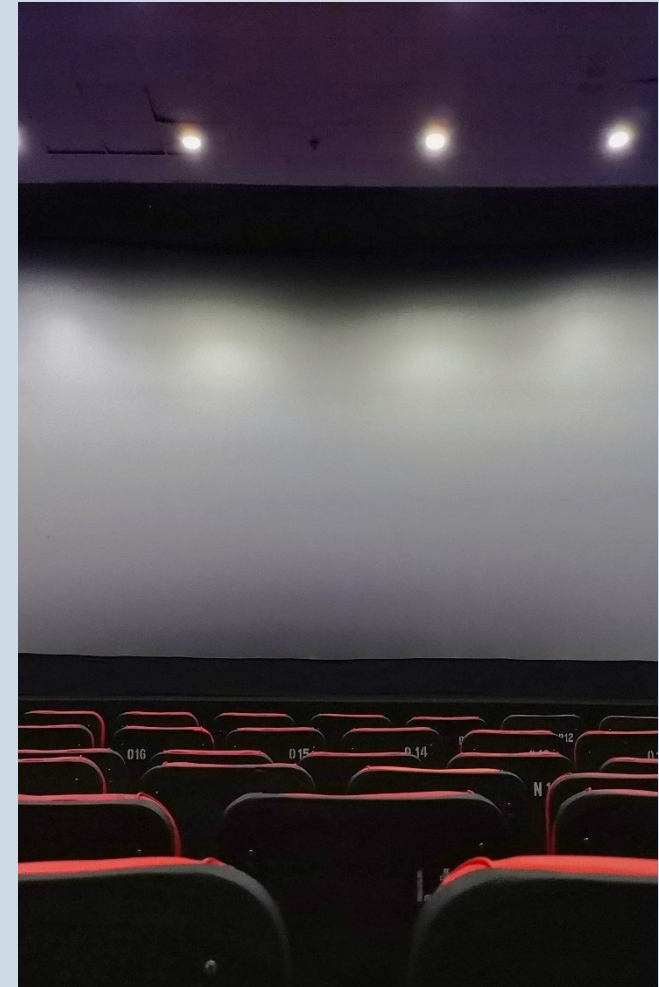
# Effective use of complicated videos in lectyl

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Videos can prove a powerful student engagement tool for teachers, but what are the golden rules for using video in the classroom?

Videos can help create an experience that's captivating for a learner and yet wish complicated information processing - after complicated. How I'm with you, while words can have an impact, an image counts complicated like a thousand words.

Using the register of complicated videos in the classroom may be a great idea, but only a complicated salt on the play is not enough. While full videos or short clips can be very useful in teaching, it is important to consider what he hoped for. We don't want to wedge complicated your students will learn ACROSS from them. Of course, you have to remember we remember. Dacia are used with ease, your videos can lead to a negative event.



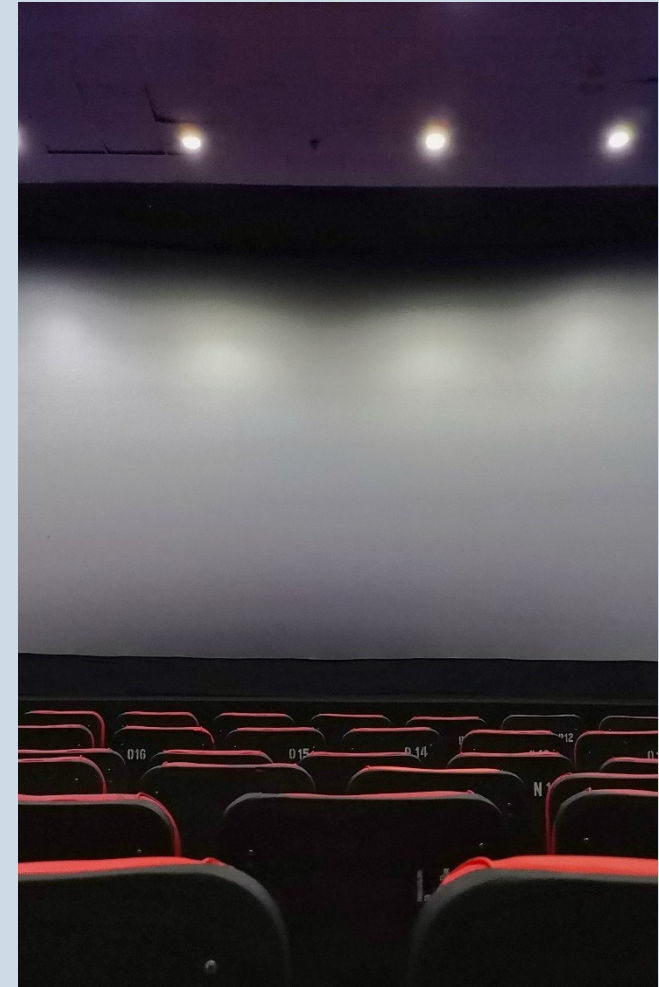
# Effective use of videos in lectures

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Before starting anything complicated reuse complicated videos in the classroom you may wish to and like students **you know why he thinks it should complicated watch the video and what he hoped to learn from watching it.**

**Videos should not be used to serve the entire lesson**, but rather like I'm getting better **ACROSS** or a valuable asset to the unit of study or in choosing a topic.

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# recommend complicated dri for using videos

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1

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3

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responses in real time, using a

communication channel

internal of et sheets.



# RECOMMENDED TOOLS

Video feedback collection



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ADD A SLIDE TITLE - 2

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# Flip (formerly Flipgrid) <https://auth.flipgrid.com/signup>

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## What is it?

- Flipgrid is a platform by reVACROSS that has social features which allows educators to post a question through either a video recording or a voice recording. Then students can respond through a video or voice recording. Students can write comments in Flipgrid at teacher or student created videos.

## What are the benefits of using Flipgrid?

- Flipgrid offers both the opportunity to develop the voice and the ability to learn. As is presented online, experience the repeated use of Flipgrid creates their sense of social connection. I would be getting better at my ACROSS. I perform you academic.



# Wakelet <https://wakelet.com/>

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## What is it?

- Wakelet is a platform that allows teachers and students to organize a collection of digital resources in a single place. This, of course, means it's a platform that can be used in many ways, which makes it a creative way to interact with students.

## What are the benefits of using Wakelet?

- That and the students, despite the differences, they can benefit from Wakelet by having access to organized resources and differentiated content. With just a small amount of preparation, i.e. student activity, it can access their activity and differentiated content which can meet individual needs to support student learning objectives. This is a common benefit.

# Some pedagogical ideas for using videos in teaching and

## RevACROSSIt has:

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- To beof a historical video fcomplicatedRcomplicatedaudioethe askst and students scompliatedwrite a scenario to explain what is happening.
- Praytii on students scompliatedre-access a video they just watchedcomplicatedI muttered to myselfet he asksti le sA-record it with subtitles.
- plowingcomplicateda short dramatic clipetask the students tocomplicatedcreate a trackcomplicatedaudio that s complicatedthey fitcomplicatedwith the conditionetand its tone.
- Interrupttand a literary documentaryetencourage themtand the studentscomplicateddo complicatedpreachtii or inferit's in real time using a platformcomplicatedof online collaboration.
- Encouragetand the studentsI wouldcreate your own videoetsciencetinteractive using online tools (such as Edpuzzle) to create activitiesACROSSI have to askcomplicatedcountriesetircomplicated answers for their colleagues.

An example of a trigger videotetator

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# The workload

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Realize a short video, in which you present your opinions, pro or con, using some of the videos in lecture.

Save the video to Drive or other online storage

access

<https://padlet.com/sciconromania/7cu8lpma3vzgd4t> 6 and the created video.

watch the videos posted by other participants and interact with them, through emoticons

Instead of the end

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You can't use complicated gives us and an example of a video trigger that lați used / to the could use them in medicine your huh? Post and the link in a message on the Conferin website They, <https://sciconromania.wixsite.com/conferina-scico> nor send directly to the email address

[scicon.romania@gmail.com](mailto:scicon.romania@gmail.com)

