

Teaching with *Virtual Economics*

Time Frame: 45 minutes

Materials:

- “Effective Use of Multimedia Demonstrations in the Classroom” (transparency)
- Multimedia Demonstration Lesson Design Form (1 per participant)
- Computers (connected to the Internet, if possible) (1 per participant)
- *Virtual Economics* CD-ROM (1 per participant)

Step 1
10 minutes Explain to the participants that video can be an effective resource in the classroom.

When it is used to enhance visual memory, video can be a very valuable tool. Video can reach students with a wide variety of learning styles. It can serve to explain concepts to students that other learning resources may not. The Multimedia Demonstrations on *Virtual Economics* should never serve as the entire lesson, but rather as an enhancement to a lesson or unit of study. It is important to remember that the medium needs to be manipulated to meet specific instructional needs. It should not be something to use to fill time but rather a valuable asset to make the information personal and interesting for the students.

When using the Multimedia Demonstrations with students, teachers can take the following steps:

- connect to and extend print resources
- provide key questions to focus student observation
- start and stop the video to focus student attention

To provide the teachers with a model for using the Multimedia Demonstrations as an instructional tool, begin this segment by reviewing “Effective Use of Multimedia Demonstrations in the Classroom.” This can also be used as a handout.

Step 2
35 minutes Have each participant select an Economics Concept and design a plan for using the Multimedia Demonstration in the classroom. The participants should apply the rules on the transparency. Have them complete the “Multimedia Demonstration Lesson Design Form.”

EFFECTIVE USE OF MULTIMEDIA DEMONSTRATIONS IN THE CLASSROOM

1. **Preview each demonstration.** Determine your purpose in showing the Multimedia Demonstration--to motivate students, introduce a new concept, reinforce a previously learned concept, or enhance and expand current knowledge. Then determine which Multimedia Demonstrations are applicable to your lesson. You want to engage the students and make them think and “see” economics in action. Pick a demonstration that matches your objectives and will involve the students in the lesson. Pay attention to vocabulary, new concepts and special areas of interest. Review the definitions using the Glossary function. Look for the demonstrations that best tell the story and meet your objectives. Also look for Multimedia Demonstrations that call for student response or interaction.
2. **Give the students a focus/reason for viewing.** Give the students something specific to look for or to listen for in the Multimedia Demonstration. This will focus attention, encourage active viewing and give the students an objective or reason for viewing.
3. **Segment the demonstration.** Can other NCEE lessons and teaching Tips be used with the Multimedia Demonstration? By incorporating a hands-on activity, discussion and other types of interaction around these demonstrations, the students are much more likely to meet the learning objectives of the lesson.
4. **Conduct pre- and post-viewing activities** that will integrate the demonstration into the entire lesson structure. Previewing activities can serve a number of purposes--checking prior knowledge, introducing necessary vocabulary and setting the stage for new learning. Post-viewing activities should allow the students to reinforce, review, apply or extend their new knowledge in a meaningful, hands-on fashion.
5. **Manipulate the features of the demonstration to enhance the lesson.** Use the scroll bar for pause, rewind, fast-forward and frame-advance features. The pause can be used to check comprehension, to allow students to point out things on the screen, or to discuss and examine information presented. This feature can truly make the CD-ROM interactive. This feature will stop the demonstration at an individual frame. Turning down the audio allows you to use a demonstration that may include age inappropriate narration but useful visuals. You may either narrate the segment yourself or have the students develop a narrative. This is also a good technique to use for having students practice prediction and sequencing skills. You can also turn down the brightness control and have the students listen to the narration and predict visuals. When using Multimedia Demonstrations, the teacher is the producer/director and can manipulate the medium to fit specific needs.

MULTIMEDIA DEMONSTRATION LESSON DESIGN FORM

1. Economics concept to be taught: _____

2. Related state standard to be taught: _____

3. Economics vocabulary which may need to be previewed: _____

4. New ideas this Multimedia Demonstration illustrates: _____

5. Purpose for showing the multimedia demonstration (check one or more):

- to motivate
- to introduce a new concept
- to reinforce the concept
- to expand/enhance current knowledge

6. Previewing question to be posed to students to set the stage: _____

7. Identify the segments within this Multimedia Demonstration. How many “chunks” should it be divided into for purposes of discussion? Can the demonstration be shown in its entirety? Where will the scroll bar be used to pause, fast-forward or advance the demonstration? _____

8. Post-viewing question(s) to reinforce, review, apply or extend what was learned: _____

9. What NCEE lessons can be used with this Multimedia Demonstration? _____
