**“RECIPROCAL VIEWING”**

AVID encourages teachers to find ways to engage students during all activities by providing structured tasks for students to perform when they might otherwise become passive. Consider student behavior during videos, for example. If students don’t have something to do during the video, they are likely to try to take a nap while the video plays.

AVID’s “Reciprocal Viewing Handout” seeks to create “an interactive dialogue between the instructor and students in response to segments of a visual media program.” The basic idea is that the students will do more than just “take notes” during a video. Instead, they will “actively construct meaning of the documentary or movie” in a way that allows the teacher to “monitor understanding and comprehension of the media program.”

The formal AVID “Reciprocal Viewing Handout” has four areas for the students to complete. These are labeled “Summarize,” “Question,” “Clarify,” and “Predict.” The teacher’s guide to the handout stresses that this is a non-linear exercise, so the students can do these tasks in any order as they watch the video segment.

Ideally, a teacher should (according to AVID’s methodology) show a video in segments then allow students time to process between segments and to engage in a class discussion or a discussion with a nearby student (via “Think-Pair-Share,” for instance) before resuming the video.

The AVID system allows instructors to adapt each handout to their own needs and to the specific needs of each assignment, so most of us find that we rarely use the examples exactly the way they are presented in the “AVID Postsecondary Strategies for Success” book. You’ll find an adapted “reciprocal viewing handout” on the back of this page.

Directions: Use this worksheet to take notes during the video and to think about what you are watching so you can participate in our discussion in a few minutes. You can (and should) do these questions in any order—just have something for each number below when we discuss.

1. **LEARN:** What did you learn from watching this video?
2. **CLARIFY:** What were you confused by at first then understood as the video progressed OR what points of confusion are you still having (maybe someone else in the class can help clear them up)
3. **QUESTIONS:** What questions do you have about AVID or AVID for Higher Ed’s training package or “Active Learning” in general (this can be based on the content of the video or your general questions on this topic). Put down any ideas you have here and maybe we can answer a few of these during our group discussion.
4. **PREDICT:** You can answer this portion of the worksheet in many different ways—you might want to think about where this video might go next, or you might want to think about where the presentation about AVID and ALP might go next, or you might want to think about how you might introduce some of the active learning strategies you are beginning to learn about into your own classes. Look toward the future in some way and have an idea ready to share with the group in a few minutes.