

# **ASD GUIDELINES FOR THE USE OF MULTIMEDIA FOR INSTRUCTIONAL PURPOSES IN MIDDLE SCHOOL CLASSROOMS**

## **Purpose of Document**

The purpose of this document is to serve as a guideline for the effective and appropriate use of multimedia (video, DVD, CD, etc.) within the school setting or assigned as part of the instructional process.

## **Audience**

These guidelines will affect all members in the educational community including administrators, teachers, parents, students, and all other concerned parties.

## **Definition of Media**

For the purposes of this document, media is defined as instructional resources which may be used in an educational setting, i.e., videos, DVDs, excerpts of films/videos, audio recordings, PowerPoint's, documentaries, and newscasts.

## **Rationale for Effective Use of Video and Film**

Multimedia resources are used to enrich, clarify, reinforce, connect and support curriculum. Effective instructional practices incorporate varying media formats to expose a rich array of view points and experiences, stimulate discussion, establish context and provide for individual learning styles.

## **Effective Practices for Use of Multimedia in the Classroom**

- Preview entire multimedia selected for use.
- Identify clear objective(s) for using media.
- Engage students with an anticipatory set or related introductory activity to activate background knowledge and stimulate questions.
- Establish guidelines for viewing or listening and clarify expectations for students (i.e. study guides, double column notes, key questions, etc.).
- Reinforce an immediate connection to curriculum.
- Create appropriate post-viewing/listening activities (i.e., discussion, essay, etc.)

### Critical Questions for the Teacher

- What are the curriculum objective(s) and/or Grade Level Expectations addressed by choosing to use multimedia?
- Is the selected multimedia age-appropriate?
- Is this the best use of instructional time?
- Do you have an equally appropriate alternative assignment?

### Procedures

- The teacher is responsible for the educational and age appropriateness of supplemental media materials used in the school setting. Use the effective practices and critical questions on the previous page to guide your choices.
- Media resources from the Anchorage School District Audio Visual Center may be shown without administrative approval and permission forms. The teacher must preview all materials.
- Materials, other than feature films, legally recorded (see Appendix D.) from television may be shown provided they supplement the curriculum.
- Administrative approval and permission slips are required if the media pertains to a controversial topic.
- An alternative assignment of equal value and difficulty must be made available for students who do not have permission to view or listen to selected media. The alternative assignment should be completed while the other students view the video/film.
- Motion picture ratings will be observed. No "R" (restricted) rated films will be shown in the classroom and parent permission slips are required for PG 13 rated films.

### When Issues Arise

What do you do if you have questions/concerns about the use of visual/auditory media?

#### Procedures

- Teacher...informs the curriculum principal.
- Administrator...consults the teacher involved.
- Student...conference with the teacher and then the curriculum principal.
- Parent/Guardian... conference with the teacher and then the curriculum principal.

#### Appeal Process

To initiate discussion regarding the use of a multimedia in the classroom contact:

1. Teacher
2. Curriculum Principal
3. Unit Principal
4. Executive Director of Secondary Education
5. District Controversial Issues Review Committee

## **APPENDIXES**

- A. SAMPLE PERMISSION FORM
- B. SAMPLE PERMISSION FORM FOR MULTIPLE FILMS/VIDEOS
- C. ASD POLICY MANUAL 341.3 CONTROVERSIAL ISSUES
- D. COPYRIGHT LAW

**APPENDIX A**

**SAMPLE PERMISSION FORM  
ANCHORAGE SCHOOL DISTRICT MEDIA PERMISSION FORM**

The Anchorage School District suggests parent or guardian permission for students to view/listen to selected media in class. This media has been chosen to supplement and enhance the curriculum.

Your child's class will have an opportunity to view \_\_\_\_\_ which has a ( ) rating.

This film was chosen because:

Please sign this form and return it by:

Sincerely,

\*\*\*\*\*

I give permission for (student name) \_\_\_\_\_

To view/listen to: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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**APPENDIX B**  
**SAMPLE PERMISSION FORM FOR MULTIPLE MEDIA**

Dear Parent/Guardian:

Below is a list of movies that will be used in my class this year. If there is a particular one you do not wish your student to see, please circle it. Your student will be given an alternative assignment.

*Romeo and Juliet* (Shakespearean classic tale of two teenagers)

*West Side Story* (Musical update of Romeo and Juliet)

*Much Ado About Nothing* (Shakespearean comedy)

*2001: A Space Odyssey* (Science Fiction classic)

*The Hobbit* (Based on the literature of J.R.R. Tolkien)

*Lean On Me* (Principal Joe Clark and the community clean up their school)

*Call of the Wild* (Jack London story)

Media is used in class to compliment and enhance academic goals. Varying formats of media are chosen to address different learning styles. Each media supplement is tied directly to classroom curriculum that is academically relevant to the class. If you have questions about how a specific choice of media might be used, please feel free to call me at\_\_\_\_\_.

I understand that my student may be shown the above visual media in class.

I give my consent to allow my student to watch any of the visual media above, unless I've circled it to indicate otherwise.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## APPENDIX C

### ASD Policy Manual 341.3 Controversial Issues

- a. Rational discussion of controversial issues is an important part of the school program.

Teachers should assist students in identifying relevant information, learning techniques of critical analysis, and making independent judgments. Teachers should help students become sensitive to the continuing need for objective re-examination of issues in light of any new information and changing conditions and attitudes in society.

- b. It is recognized that from time to time various portions or elements of educational programs may be viewed as controversial by one or more segments of the Anchorage community. When written objections are raised to the use of materials in one or more schools, such objection should initially be directed to the principal or unit supervisor who will process the objection at the unit level in accordance with administrative procedure.
- c. If the site level procedure does not resolve the objection within 10 school days of the filing of the original written objection, or if the site level resolution results in an agreement that the material in question is inappropriate, the matter shall be submitted to the District Controversial Issues Review Committee for review in accordance with administrative procedure.
- d. In lieu of raising objections at the site level, individual may request a re-evaluation of materials or issues on a District-wide basis. Such requests should be in writing and directed to the Superintendent or his/her designee.

## **APPENDIX D**

### **COPYRIGHT INFORMATION**

These guidelines are based on Section 100(1) of the Copyright Law, found in Title 17 of the United States Code.

Students or instructors may perform or display a lawfully-made videotape in a non-profit educational setting when the purpose of the performance or display is educational. Examples of such educational settings include a classroom or similar place devoted to instruction, such as a school library, gym, auditorium, or workshop. For example, a high school history class may watch a videotape of a film series (i.e. The Civil War) even though the videotape is labeled "Home Use Only" as long as it is being displayed in class for educational purposes.