

View and Explain Pairs

The methodology used in this lesson is “View and Explain Pairs”, similar to “Read and Explain Pairs”. When students are given content to view, they may assimilate it more effectively in cooperative pairs than individually.

1. Assign students to pairs (team member A and team member B in each pair). The **expected criterion for success** is that both members are able to explain the meaning of the assigned material correctly.
2. The **task** is to learn the material being viewed by establishing the meaning of each video section and integrating the meaning of the sections. The **cooperative goal** is for both members to agree on the meaning of each section and be able to explain it.
3. The procedure the student pairs follow is:
 - a. Both students silently read the higher order question assigned to them in the Student Journal. They are provided with an area to take notes for this question, and should wait until the end of the video to answer it. This prompts them to be engaged throughout the video at a higher level.
 - b. Both students silently view the first section of the video. At the pause, both students answer the question assigned to them.
 - c. When answering “my teammate’s answer”, Team member A is initially the **summarizer** and Team member B is the **accuracy checker**. Students then rotate the roles.
 - d. The **summarizer** summarizes in their own words their answer to the question on the content of the video section to their teammate.
 - e. The **accuracy checker** listens carefully, corrects any misstatements, and adds anything left out, in the “my teammate’s answer” section of their own journal. *Answers should not be simply copied from one journal to the other - if a single word answer has been used, any word but the answer may be used, similar to the game Taboo.*
 - f. After the next video section is played, the students repeat the procedure, but the roles are switched so that each member gets a turn to be the initial summarizer etc. They continue until they have viewed all of the video. They summarize their notes to answer the higher order question at the end of the video and rotate roles to answer both.
4. During the lesson you (the teacher) systematically (a) monitor each pair and assist students in following the procedure, (b) ensure **individual accountability** by randomly asking students to summarise what they have viewed so far, and (c) remind students that there is **intergroup cooperation** (whenever it is helpful they may check procedures, answers, and strategies with another group or compare answers with those of another group if they finish early).