

# Using Microdocs

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ACTE's Microdocs can help your students make informed career choices by giving you an overview of different roles. Consider these tips to more effectively use Microdocs to help your students.

ACTE Microdocs, whether imbedded in a PowerPoint, or shown independently, bring authentic perspectives on career pathways in high growth, 21<sup>st</sup> century sectors to life for your students. However, because students are often used to relaxing or “tuning out” when the TV comes on, it is important to do what you can to make sure that your use of the Microdocs facilitates student learning. Here are some tips:

- Know the Microdocs ahead of time. Develop exercises and discussion questions based on the video, highlight key areas for the class, and know where to stop the video or fast-forward through it. Often you will only need a short segment to make your point or illustrate a concept.
- When using Microdocs in a classroom environment, prepare students for the video. Let them know what they are about to see, how it connects to what they have been learning, and things to look for when viewing.
- Make the Microdocs important to students. Consider preparing a list of questions that let students know they will need to pay attention to the content of the video. You may want to stop the Microdoc at key points (though not too often) to focus students' attention on particular issues or situations, and you may want to have a discussion about the video after it is over.
- Make sure students know that the material covered in the Microdocs may be on tests, or that they will need to address it in their papers or in their career planning activities.
- Consider letting your students select the Microdoc video that most interests them, or permit them time to explore through the collection.
- If your students are interested in video production, ask them to consider creating their own Microdoc, on a classmate, relative or family friend. We have guidelines on producing Microdocs that could be added to the collection here.