Want to make a difference with your students?
Wondering how (or if) the IWitness Video Challenge can work in your class?

Here are some ideas that might help:

**TIME:** Working through the online portion of the activity is not a long process, but it will take time for your students to work through the idea generating and value creation activities. You may want to schedule the activity over a period of 2-3 weeks. Much longer than that, and they might lose interest; much shorter and they might not have enough time.

**CONSIDER USING IT ACROSS SUBJECTS, GRADES OR STANDARDS:** The activity is designed for maximum spreadability across subject areas, grade levels and standards. You can shape the experience of students and its fit in your course by framing the area within which they will perform service. For example, you could have science students do a project that had an environmental benefit. Or history students could be required to do additional research on the context of the testimony or a historical topic discussed. Media or film or ELA students could examine the film as part of the activity. Students will also learn about being entrepreneurs and innovators through this activity. Be creative and don’t hesitate to ask our Education team if you need some ideas.

**CONSIDER MAKING IT A FOR CREDIT ASSIGNMENT:** Using the judging score sheet as the foundation of a rubric, design an assignment that meets your curricular outcomes. It works well to have at least one in-class session at the beginning of the Challenge for students to ask questions, clarify the guidelines and get started on generating ideas for their value creation activity. The value creation activities must be completed outside the classroom in the community. You may want to have a couple of touch points along the way to help students stay on track and motivated. To engage students and have them practice their critical thinking skills, consider hosting an in-class film festival to showcase the videos, generate discussion and have students participate in grading to select the winner (it is a good idea to maintain veto power to ensure the video moving forward to the regional finals actually meets the criteria).

**COMMUNICATE WITH YOUR COMMUNITY:** Consider making it a school wide or district wide competition to generate interest in your community. The first level of judging is in your classroom or group. The winners from that go on to the regional judging. There is no reason
that you cannot have a school wide competition or even a district wide. See what a difference you and your colleagues can make in your communities.

**CONSIDER USING IT FOR SERVICE LEARNING OR OUTSIDE CREDIT:** Students can be in informal or formal class settings. They can do the Challenge as an afterschool project, homework or an in class project.

**CONSIDER OFFERING IT IN MORE THAN ONE CLASS:** You can have classes participate in the Video Challenge this year, completing before the end of June, and another class doing it in Fall. You have time to work it into your curriculum or jump in right away.

**CONSIDER UTILIZING THE SKILLS OF YOUR STUDENTS:** In this day and age, our students are often our best technical advisors. Encourage them to work together to troubleshoot and share resources. Identify a few who have technical or digital media skills to act as technical advisors.

**BE PREPARED** and test your lab before you have students use IWitness. Streaming video resources take bandwidth and there can be blocks on media. Technical requirements are available here: and Technical help is available:

**USE THE RESOURCES AVAILABLE:** The most common problems that students and teachers run into when using IWitness are things that can be managed by the user. Common troubleshooting solutions are available on the Educators’ Page. Before you hit the help button, here are a couple of helpful hints:

If these don’t work, contact someone on our Education team or use the green help button and we will answer your questions as quickly as possible.

**IWitness Education Team**

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