The Pedagogy of Video: Practices of Using Video Records as a Resource in Teacher Education

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TeachingWorks

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Video as a resource, ca. 1990 → present

- Video records of teaching widely available
  - Records of teachers' or teacher interns' own teaching
  - Records of other teachers' teaching
  - Commercially produced with commentary → "home" video; now emerging: collections (e.g., Annenberg, Teaching Channel, MET-x,) and libraries (e.g., Brandon Center Digital Archive)
- No professional system for searching collections, no common standard for quality, indexing
- Make instructional practice available for study and use

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Pedagogy of using video

- Weakly developed: Most common uses seem to be to:
  - Exemplify "best practice" according to some perspective
  - View and discuss (e.g., what did you notice?)
  - Analyze with some frame (e.g., participation structures, find examples of teacher moves related to participation, what did student(s) seem to understand)
- Large faith in the basic value of "seeing" and discussing teaching

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Need for more detailed development of practices for instructional uses of video

1. Learning goals for teachers/teaching interns
2. How the use of video can be used for that learning goal
3. Specific practices

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Examples of learning goals for specific high-leverage practices

- Practicing explaining or modeling core content
- Appraising and modifying tasks
- Designing methods for assessing students' thinking
- Developing skills for analyzing, learning from, and improving one's own practice
- Developing content knowledge for teaching (CKT) (subject matter knowledge as well as pedagogical content knowledge) (Ball, Thames, and Phelps, 2008)

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Sean* (excerpted)



*Published as *Sean Numbers* at: http://deepblue.lib.umich.edu/handle/2027.42/65013

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Examples of pedagogical practices aligned with specific learning goals

1. Structuring opportunities to work on CKT
2. Solving pedagogical problems
3. Analyzing practice

1. Definitions of even and odd numbers
2. Posing a question to figure out what Shea is thinking
3. Analyzing opportunities to learn; examining decision points and considering alternatives

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1. Structuring opportunities to learn CKT

1. What three different definitions of even and odd numbers are being used by different children during the segment? *(SCK)*
2. Are the different definitions of even and odd numbers being used in this segment mathematically equivalent? *(CCK)*
3. Write a definition of even numbers that is mathematically precise. *(CCK)*
4. Write a definition of even numbers that is mathematically precise and usable by third graders. *(PCK)*

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2. Solving pedagogical problems

1. Lin asked Shea, "What about 10? Why do you not call 10 an even and an odd number?" If you wanted to ask Shea a question at that point, what would be still more strategic question to pose?
   (HLP: Eliciting student thinking)
2. Formulate a question to ask each student to write in his/her notebook that would engage them and allow you to learn what they are each thinking.
   (HLP: Designing ways to assess student understanding)

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3. Analyzing practice

1. Was this a good use of instructional time? What are reasons to support your judgment?
2. What were the key questions asked by the teacher? What did they accomplish? What might have been a point where a specific move or question could have been made? Be specific and explain the purpose.
3. What might students have been learning? What is your evidence and how could you probe this further?

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Next steps

1. Need to develop more explicit possible learning goals for learning to teach
2. Seek to expand ways in which video can be a context for learning to enact specific high-leverage practices, not just analyze them
3. Need to specify instructional designs to use video as a resource for particular learning goals

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