

# Caught You Looking!

*What can classroom teachers learn when they videotape and reflect on their practice?*

Cheryl Rosaen, Mary Lundeberg,  
Marjorie Cooper, Suzanne Kauer

*Michigan State University*



# Abstract

---

This study investigated the following question: *To what extent and in what ways does using video to document and comment on classroom discussions help interns reflect on their facilitation of literacy discussions in a more critical and complex manner than when they use memory-based written reflection without the aid of video-based tools?* Three elementary interns participated in the study. Findings suggest that the use of video in conjunction with multimedia tools provides valuable support in helping novices to think more critically about their practice. All three participants rated reflection and analysis of their practice based on video records as being much more accurate and useful than written reflection based solely on memory. Using video, interns noticed aspects of their interactions with students and student responses that they were not aware of when they wrote a written reflection based on memory. This research laid some important groundwork for further inquiry, including: whether or not the type, structure, content and quality of classroom discussions differ by content area and grade level; whether the use of video-based cases as a reflection tool impacts interns' instructional decisions in subsequent discussions to a greater extent than reflections from memory alone; and whether or not changes in instructional decisions produce differences in the type, structure, content and quality of student responses during classroom discussions.

# Which promotes more teacher change?

Teaching a lesson and writing a reflection

Videotaping and examining clips from the lesson



Making a multimedia case  
(using video clips and related artifacts)

# Does experience always lead to teacher change?

---

- Do teachers **HAVE** experiences or learn from them? (Munby & Russell, 1994)
- How do novices learn to notice important aspects of their practice?
- How can novice teachers learn to value uncertainties, disruptions and their own vulnerabilities as rich sites for learning? (Britzman, 1991, Field & Latta 2001, Paley 1986)

# How can we study teacher change?

- Video technology may help *novice teachers* examine their practice by **S-L-O-W-I-N-G THEIR PERFORMANCES DOWN** so that explicit noticing that potentially facilitates change may occur (Ollerton, 2000, Van Es & Sherin, 2002).
- The capacity of video technology for **S-L-O-W-I-N-G EXPERIENCE DOWN** also facilitates our noticing as *researchers* and *mentor teachers*.

Interns' video reflections provide windows through which we may view and understand teacher change.

# Classroom Discussion: A site for understanding teacher change

---

Central to literacy learning and achievement, highly interactive discussions that engage K-12 students in the production of knowledge can broaden and deepen students' conceptual understandings in ALL disciplines.

(Almassi 1996, Appleby, Langer, Nystrand & Gamoran, 2003, Au, 1993, Gambrell & Almassi, 1996, Barnes, Britton & Torbe, 1990, Johnston, 1999, Nystrand, Wu, Gamoran, Zeiser & Long, 2001, Sawyer, 2004)

# Classroom discussions are complex experiences

---

Video can capture nuances of discussions that are difficult to notice and recall.



# Study Design



- Three elementary teacher interns taught and videotaped two discussion-based lessons.
- Interns used a multi-media editor to select and review excerpts for analysis and written commentary.
- Researchers used semi-structured interviews during and after the experience to explore issues of:
  - conducting discussions
  - student understanding
  - video compared to written reflection as a tool for promoting teacher change

## Data

- Transcripts of semi-structured interviews
- Videotapes of interns conducting discussions with their students
- Selected artifacts (e.g. lesson plans, student work)

## Analysis

- Interview responses were coded according to categories
- Categories were refined and revised (94 % inter-rater reliability was established)

# Results

---

- All three interns thought reflection based on video records was more accurate and useful than written reflection based solely on memory.

## **Greater Engagement in the Reflection Process**

- I think that I was so much more engaged with it...and I mean...we use this with students, too...that my interest level was a lot more the whole time (Martha).

## **More Complete Recall of Events**

- Before I watched this video, I had kind of forgotten about the beginning of the lesson (Alison)

# Evidence: Noticing individual student behaviors during video reflection

---

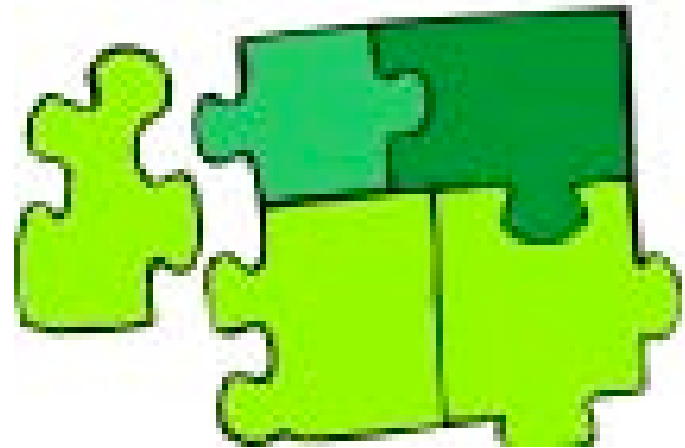
I noticed in it that one child had his hand raised for like...two minutes...quite awhile and I was impressed that he didn't like...shout out and I did eventually call on him, but it's those kind of things that you don't notice...necessarily, what they're doing while you're up there teaching (Kim).



# Evidence: Noticing the whole picture

---

When you think about things when you're writing it's just kind of what's in your mind and when you're looking at it [on video], it's the whole picture and you see a lot more, because obviously you miss things while you're up there teaching. You don't see the whole...and I think that's part of why [video vs. written reflections are] so different. I mean, I didn't really talk about any of the same things in my video clips that I did in my written (Kim).



# Evidence: Noticing Teacher-Student Interactions



Just some aspects that I didn't possibly realize would be...asking students questions...but the wait time, was like nothing before I went onto the next student...I guess it was good to hear their exact responses and how I responded, because I was aware that what I said triggered it, but not so much...it was helpful to see how my responses could have been so different and how I would go back and change those...with the video, I think I just knew that's not how I should respond, but this just gave me an opportunity to look at how they would respond to what other people are doing right now and this is what I should have said or how I should have gone off (Martha).

# One intern extended the reflection task

## Making a case for use in teacher education

- Menu driven list of resources
- Archiving of multiple video libraries
- Make linkages among video, background material, artifacts
- Continuous streaming of edited clips on video timeline
- Commentary on sense-making

The screenshot displays the Ivan-o-2 software interface. At the top, there is a menu bar with 'File' and 'Library'. The main window is divided into several sections:

- Library:** A list of video titles including '10. What We Learned', '11. Reviewing K and W', '12. Answering our Questions', '13. Can We Join Another Culture?', '14. Where did culture come from:', and '15. Defining Culture'. Below this is a 'Support Documents' section with 'Class Definition of Culture.rtf'.
- Movie Name:** '15. Defining Culture'
- Description:** '[5:04] MariAnne skillfully guides her class to construct a definition for culture based on their work and learning in this unit.'
- Editor / Viewer:** A video player showing a classroom scene with a teacher and students. It includes 'In' and 'Out' markers for editing.
- Text Area:** A large text box containing the text: 'Culture is how people work together in different environments in order to survive.'
- Work Area:** A section with a 'Play Timeline' and 'Stop Timeline' button. Below it are three lines of text: 'COMMENTARY FOR CLIP #1:', 'COMMENTARY FOR CLIP #2:', and 'COMMENTARY FOR CLIP #3:'.

# The camera doesn't lie

Alison reported:

Because...when I've seen the video, I realized that my written response isn't as valid as I thought it was...I've written things that aren't necessarily true when I watched the video...the video gives me...evidence...to look at my teaching...because I can't think of...really...another way that would be more helpful...more concrete evidence than watching your own teaching.



# A Case for Case Construction in Teacher Preparation

**Allie compared the original video-reflection task with making a case of her teaching to benefit other new teachers:**

I understand my own teaching philosophy and practices more after explaining and evaluating them through the process of creating the CASE study. For example, when teaching children I often give reflective statements. I was taught how to do this during my child development classes at [university]; **however, I guess I never thought deep into the reasons why I do this.** During the CASE study I was questioned about this approach and I had to think about why I do it and what the benefits to giving these reflective statements are. I was able to watch the children that I was listening to their responses and it was also a way for the children to correct me if I did not decipher what they said correctly... **Therefore, by looking for evidence in my teaching and by discussing my teaching practices with another colleague, I was better able to understand my own way of teaching.**

# Conclusions and Implications

- Video is a more powerful tool for improving classroom discussions than written reflections.
- Video allows multiple viewings of selected lessons from different perspectives
- Hypothesis for phase 2 research: having teachers create video cases of their practice may function as a tool to analyze, interpret and refine their observations of classroom practice.



# Contact Information

- Cheryl Rosaen [crosaen@msu.edu](mailto:crosaen@msu.edu)
- Mary Lundeberg [mlunde@msu.edu](mailto:mlunde@msu.edu)
- Marjorie Cooper [cooper96@msu.edu](mailto:cooper96@msu.edu)
- Suzanne Kauer [skauer@RADFORD.EDU](mailto:skauer@RADFORD.EDU)



<http://www.msularc.org>