

Noticing Noticing: How Does Investigation of Video Cases Change How Teachers Reflect on Their Experiences?

**Cheryl Rosaen, Mary Lundeberg, Marjorie Cooper,
Anny Fritzen, & Suzanne Kauer**

MICHIGAN STATE UNIVERSITY

National Reading Conference

November 30, 2006

Los Angeles, California



Abstract

This study investigated the following question: *To what extent and in what ways might using video help interns reflect on their discussion-based teaching in a more complex manner than when they use memory-based written reflection?* Three elementary interns participated in the study. Findings suggest that video-supported reflection enabled interns to: write more specific (versus general) comments about their teaching than writing from memory; shift the content of the reflections from a focus on classroom management in memory-based reflections to a focus on instruction when video was available; and focus less on themselves and more on children when they reflected on video clips of their teaching. We discuss the power of video-based reflection to help interns revisit, notice, and investigate how they facilitate classroom discussions.

Research Focus

A comparison of video-based vs. memory-based reflections on teaching



Overview

- Theoretical Frame
- Research Methods
- Results
- Implications
- Next Steps

Why Use Video to 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*.

Classroom Discussions as a Site for Studying 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)

Research Question

To what extent and in what ways does using video help interns reflect on their discussion-based teaching in a more critical and complex manner than when they use memory-based written reflection?

Additional Questions

- What is the nature of the observations interns make in each condition? How specific or general are their observations?
- What topics are mentioned and how frequently are they mentioned (e.g., classroom management, instruction)?
- What, specifically, do they notice about each topic (e.g., about themselves, children, student achievement, teacher moves)?
- What do they learn from writing a reflection? Are they taking a critical stance toward their teaching, or are they mostly describing what happened? Do they have any important insights about their teaching?

Methods

Participants – three elementary interns, Martha, Kim, and Allie

Procedure – interns taught two videotaped lessons followed by a memory-based reflection and a video-based reflection

Context –

- Martha – 3rd grade, suburban
- Allie – 1st grade, urban
- Kim – 1st grade, suburban



Methods

Data sources

- ✓ Interviews, video records of the lessons, memory- and video-based reflections

Analysis

- ✓ Cross case analysis comparing written and video-reflections to look for themes and patterns

Coding

- ✓ Content: instruction vs. management
- ✓ Rhetorical: specific vs. general, description vs. critical appraisal

More on Methods

- Chunks and segments – reflections divided for analysis (143 segments – memory, 136 segments – video)
- Overlapping categories – i.e. management & instruction
- Relationships among categories

	Self	Children	Student Achievement	Teacher Move: Listening	Teacher Move: Probing
Management	X	X			
Instruction	X	X	X	X	X

Results

Specific vs. General

- ✓ Interns tended to be more specific in their video commentaries than in memory-based reflection.

Instruction vs. Management

- ✓ In the video condition, interns focused more on instructional issues than on classroom management.

Children vs. Self

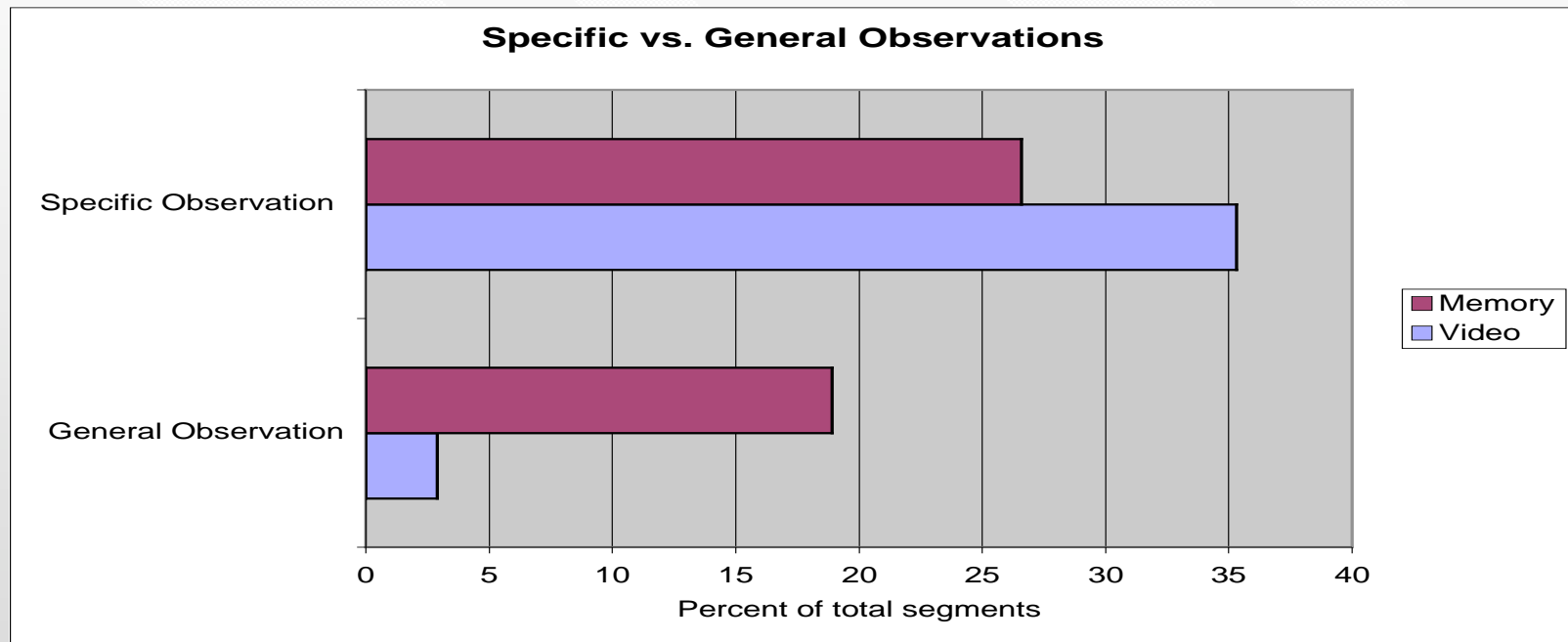
- ✓ Video reflection seemed to prompt greater attention to the children and their learning as opposed to a self-centered stance.

Focal Intern: Kim

- 1st Grade – suburban school
- One literature-based discussion (*An Angel for Solomon Singer* using Raphael's questioning strategy)
- One science discussion focused on states of matter (Oobleck)

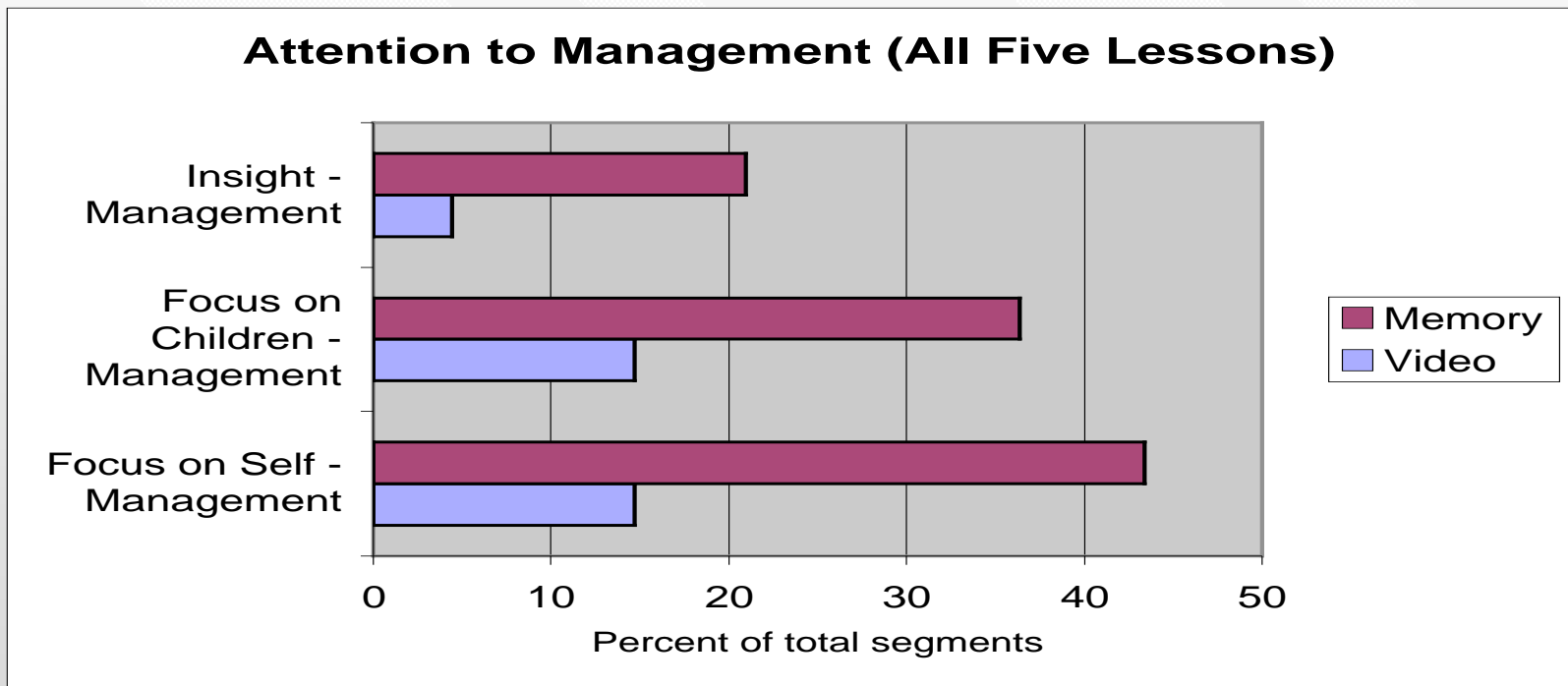
- *"I am really surprised at how well the children conducted themselves for the lesson."* (Vague, general comment)
- *"He did not necessarily know how to say it was both because up until this point we have always talked about a liquid being only a liquid and a solid being only a solid."* (Specific moment in the lesson and a specific child)

Specific vs. General



- *"Discussions are a difficult thing to manage. . ."*
(General focus on management)
- *"In thinking that this lesson is supposed to be discussion based, I just shut out the discussion with that comment. If I would have let the children say their comments and try to answer the questions when they are asked, it would more accurately depict a discussion."* (Specific moment in the lesson and a specific child)

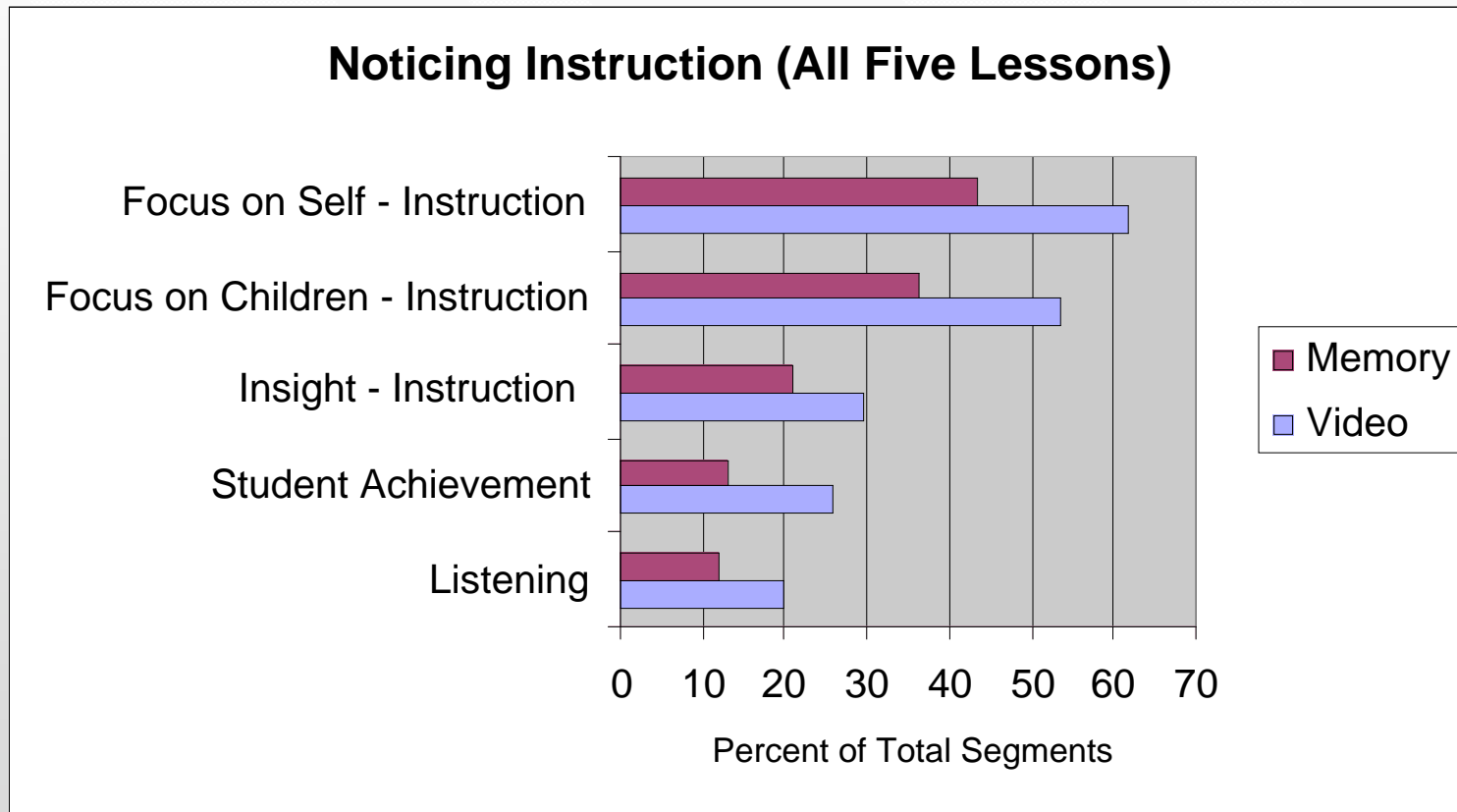
Management vs. Instruction



“This is a section of the lesson where the children are raising their hands and telling me and the class their thoughts. They tell me their reasoning and logic behind their answers when probed. Throughout the lesson I can really see that they know and understand the content and terminology from our science unit. I am really surprised listening through the lesson again just how observant and specific the children are being.”

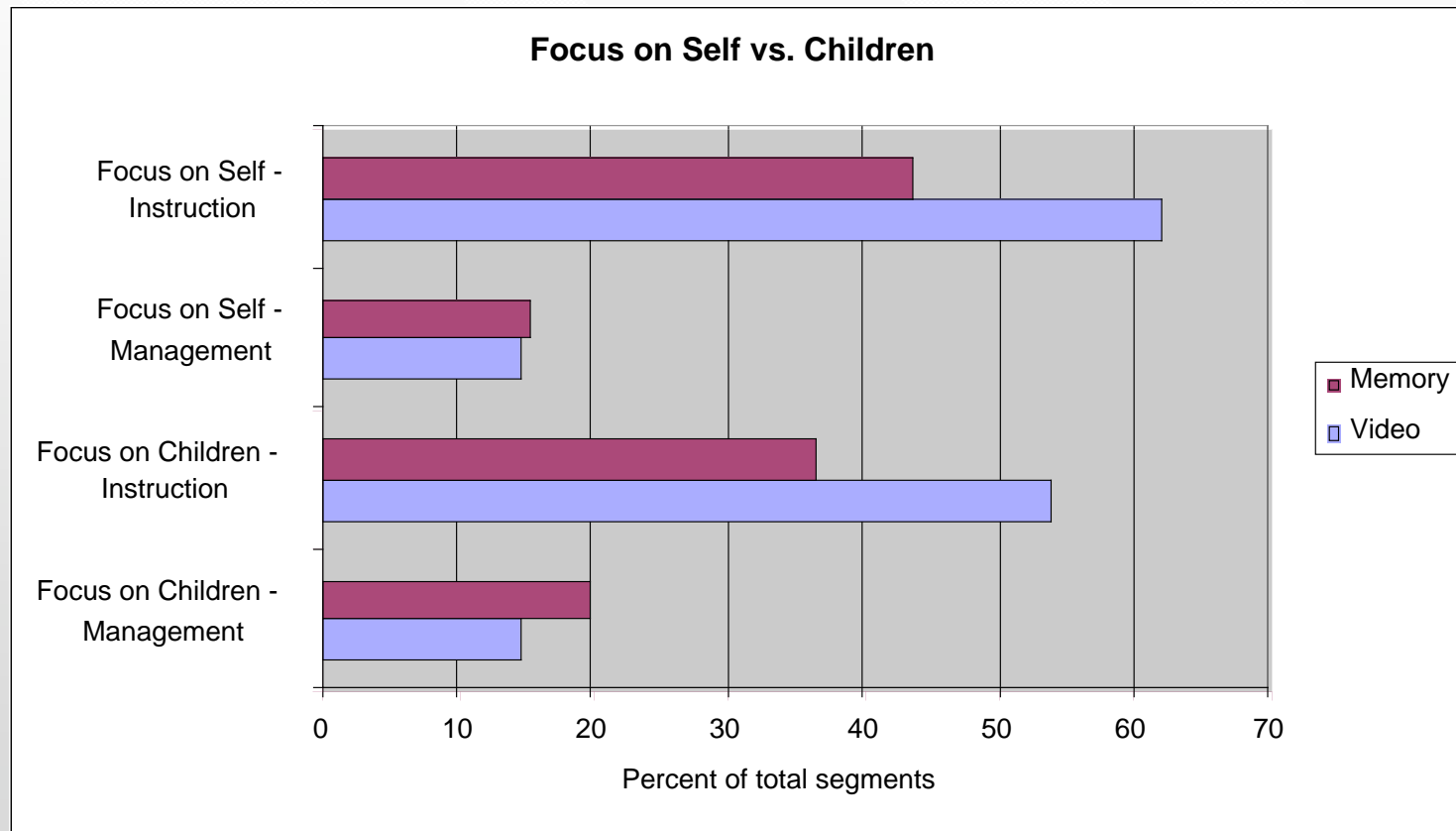
(Focus on instructional interactions, content, and the children at a specific moment in the lesson)

Noticing Instruction



- *"One thing I noticed was that the children had a lot of questions initially about the book."* (General observation from the teacher's point of view)
- *"I never thought about it being annoying or frustrating for the children when we read stories together with the comprehension strategy of questioning, that stopping to record a question would possibly hinder them and their thinking about what was happening or what they were going to say."* (Specific, critical observation considering the children's perspective)

Self vs. Children



The Power of Video-based Reflection

- *“And then looking at it on video, you see other things... "oh, that was really important" or "I'm surprised I didn't do this or this..." Like that, because then you can objectively look at it from an outside view. When you're writing it you didn't do that... [Y]ou're thinking from your mind and stuff and reflecting and with video, its sort of like... watching a movie.”*

- Kim

Noticing, Revisiting, Investigating

Allie 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.



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 shows a software interface titled "ivan-o 2" with a "Library" window and an "Editor / Viewer" window. The "Library" window has a menu-driven list of resources under "Videos" and "Support Documents". The "Videos" list includes: 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. The "Support Documents" list includes: Class Definition of Culture.rtf. The "Editor / Viewer" window shows a video clip of a teacher in a classroom. The video player has "In" and "Out" buttons. Below the video player is a text area with the text: "Culture is how people work together in different environments in order to survive." At the bottom, there is a "Work Area" with a "Play Timeline" and "Stop Timeline" button, and a text area with the text: "COMMENTARY FOR CLIP #1:", "COMMENTARY FOR CLIP #2:", and "COMMENTARY FOR CLIP #3:".