

ED 101

D. Lind

L. Beardsley

S. Cohen

M. Trudeau Tucker

Due Date: Friday, December 20th

The Videopaper Assignment

1. Pre-lesson reflection (on video, if possible; record this just prior to the lesson)

The lesson plan that you will follow should be written prior to the lesson. We will provide a template for lesson planning, or you may use your own. The answers to the following questions (pre- and post-lesson reflections) can be written informally, as long as each answer constitutes a complete response.

1. What are your expectations going into this lesson?
2. What do you think will be successful?
3. How will you know success when you see it?
4. What do you think may pose a challenge?
5. Do you have any plans for approaching the challenge(s)?
6. How is this class session similar or different from other lessons you have taught thus far?
7. Have you written this lesson in collaboration with anyone? If so, who? Have you sought anyone's review of your lesson plan? If so, who?

2. Post-lesson free-write (*before* you watch the video)

1. How do you think it went?
2. What moments stand out in your mind right now?
3. Recalling your expectations, how did the lesson compare?
4. What were the successes?
5. What were the challenges?
6. What will you take from this lesson moving forward?

3. Video reflection (in writing)

We recommend that you do something to help yourself become comfortable with watching yourself on video. It may be a few days between the time that you film and when you watch the video. You may want to watch the video at least once in an informal setting, without taking notes or analyzing too deeply what you see.

3a. Prior to watching, think about:

1. What are you most curious to see in this video? What do you expect to see?
2. What are you hoping to learn by watching this video?

3b. While watching:

1. Create a double-entry notebook on what you see. Use these notes to help you chronicle the events in the classroom. After you have finished viewing, review both your notes and the video. Find the moments that help you to learn the most about your development as a teacher.

4. Edit the video: isolate no more than 2.5 minutes of footage. The clips may or may not be sequential; they may or may not combine to form one single narrative. Your responsibility is to use your writing to explain the connection. Use your double-entry notes as a guideline.

1. As you edit the video, consider how the moments that you have chosen relate to each other. Do they conform to a theme or narrative? Consider Bruner's comments: "One of the great triumphs of learning (and of teaching) is to get things organized in your head in a way that permits you to know more than you "ought" to. And this takes reflection, brooding about what it is that you know. The enemy of reflection is the breakneck pace – the thousand pictures." ("Narratives of Science," p.129)
2. How can you relate these narratives or themes to one of the readings you have done in ED 101 or other Education or Education-related classes? How does the theory in the article inform your understanding of your classroom self-reflection?

5. Present edited video to study group #1 (oral presentation)

In preparing to present the video, consider the following:

1. Set the context for the lesson. What does your audience need to know about the context of the lesson?
2. Provide a lesson plan.
3. What information should they have before viewing? While viewing?
4. What are you most proud of in the clips that you will show? What makes you most uncomfortable?
5. What do they think? Can they suggest that you add anything to your discussion?

Suggestions for the audience:

Bear in mind that for many people, this may be the first time they have seen themselves on video; this in itself can be an uncomfortable experience. This may also be the first time they have had to present images of themselves to others; on top of that, these are images of them teaching. As you consider what feedback to offer, remain respectful of their willingness to present themselves and their students to you. Your responses can be very helpful even as you remain sensitive to their position in the presentation.

6. Annotate edited video

1. What context or background information about the class or the lesson should a viewer have that will help them to understand the clips that you have chosen?
2. From your presentation, what feedback can you incorporate into your reflection that might help a viewer to better understand your perspective on the video?

Suggestions for the writer:

Your videopaper will not be judged on the particular successes or failures of the lesson that you taught. Your audience is looking for an honest, forthright reflection on the most significant moments in the lesson. Trust that the reader will value and consider thoughtfully all reflections that you have to offer.

7. Select slide images (minimum requirement: 2)

1. Are there examples of student work that you can use to further illustrate a moment in the video?
2. Are there supplemental teaching materials that would help the viewer better understand the lesson? Handouts, overhead projections, resources (including the Internet), props or experiments?
3. Is there any example of work that develops collaboratively during the lesson between you and the students? Notes on the board? A diagram or written explanation that you give in support of your teaching?