

REFLECTIVE PRACTICE: by critically examining their subject matter, pedagogical content knowledge, and pedagogical skills to improve their diverse students' learning.

Summary of Assignment: Video Analysis

One of the first assignments of this Masters' program was to record a video of ourselves teaching and then analyze our own actions as seen from the perspective of the student.

This assignment provided a unique type of insight for the developing teacher. Not only is it difficult for anyone to view oneself from someone else's perspective, it is even more difficult to do so while performing, or teaching to an entire class. Upon the conclusion of viewing our videos, the assignment instructed students to write a reflection of both the experience in general as well as the trends and details observed during the activity.

Connection to student learning objective (SLO): Reflective Practice

After getting over the initial shock of the outer body experience that is watching oneself on film, the written reflection caused students to comment on their proficiency with course content, their knowledge of subject matter, as well as efficiency and effectiveness of pedagogical skills. All of these areas contribute to what constitutes a successful teacher. By deconstructing these traits down into specific, observable activities, areas for growth become clear.

The ability to approach course content as a trained teacher is not one that should pose much of a problem, especially for science educators with a science background. If viewing a lesson demonstrates incorrect or omitted core information, the teacher may need to readdress the established content standards for the particular subject area. If, on

the other hand, teachers find themselves struggling with issues of organization or classroom control may need to address the area of pedagogical skills instead.

Pedagogical, or teaching skills, relate to issues such as organizing transitions in the classroom and managing student behavior. Examining the details of not only the teacher in the video, but the students' reactions can provide insight as to the possibility for growth in these areas.

Within this web of course content and student behavior, the most important factor, content based interaction with students, seems to get lost. Once classroom norms are established, it follows that students and teachers will have a productive, academic exchange. This would be evident in the teacher's ability to relay overarching content based subject matter to students on an interactive level. While identifying or specifying these phenomena via video can be challenging, this triad of skill accurately represents what is commonly referred to as "good teaching".

Person Implications of Assignment within the SLO

Everyone seeks to succeed both professionally and personally. Initially, my hope in viewing my tape was to examine my own behavior and engagement with subject matter. During my first viewing, I was overly concerned with my own appearance and idiosyncrasies. Thus, I was unable to get a true feel for classroom climate. After the fact, however, I found that some of the most insightful material was generated by my students.

One of the perspectives that I had missed out on was not that of my own, nor of the students participating in class. The viewpoint of the students who were not participating was completely overlooked. When in the midst of teaching and interacting with students,

I was never able to see what the entire class was doing at any given time. While my introduction to the lesson was tightly meshed with course content, and my responses to students demonstrated knowledge of overall subject matter, I was missing a vital piece; pedagogical skill.

After watching the video I found that many of the students not engaged were waiting around for my help. I was surprised to see that so many students sat idle until I approached them. While, upon approach, the interactions were positive, I became concerned about the issue of time on task.

As a result of this assignment, I addressed these concerns with my students. After our discussion, I found that it was not that they needed my help in particular, but they thought that asking a peer for help would be considered "cheating". Since then, we, as a class, have been working on developing collaborative dialogue in which everyone can be of assistance to the goals of the course. Now, I have observed a greater deal of time on task as well as engagement of students. Had it not been for the video observation, I may have never recognized this worrisome trend.