Review #1 Videotape

I videotaped my second period 8th grade physical science a few days before the semester final. Mihwa Lee from the cohort helped me videotape.

Since this was my first time ever videotaping myself, I could not wait to view the clip after. Seeing myself on the video, taped from the back of the classroom, gave me the perspective of the students. Here are a few strengths and weaknesses I noticed.

At first impression, my classroom looks warmly inviting and neatly organized. I am dressed professionally. There is a presence of authority. I actually look like a teacher! Although I have the camera on, I do not look nervous at all. I could see how comfortable I am in front of the students. The students should all be able to hear my voice, clear and audible from the back corner of the room. One surprise is my posture. I did not think I hunched my shoulders as much. Next time, I should stand more straight and taller.

The lesson is well-planned, and the flow is relatively smooth. I completed my objective for the day. Each student had a copy of the study guide, and I projected it on the overhead. To accommodate the visual and the English Language Learners, I wrote down as I explained. Using the name cards, I called on students randomly, not only the eagerly hand-raising students. All students are held accountable this way. I gave the students wait time before and after I called on them. I wanted to make sure everyone had a chance to think and process and not blindly copy down what I said.
There could have been more student-teacher interaction, but the amount of material limited the time allowed. I noticed that I frequently looked down reading from the book or writing on the overhead, and I did not have as much eye contact. The students stayed engaged nonetheless. Finals review is straightforward but somewhat dry. I am not sure how I would make the lesson more engaging and accessible for all learners. One regret is that I could see the students only from the back. I wish I could have videotaped their facial expressions to gauge their response to my instruction.