

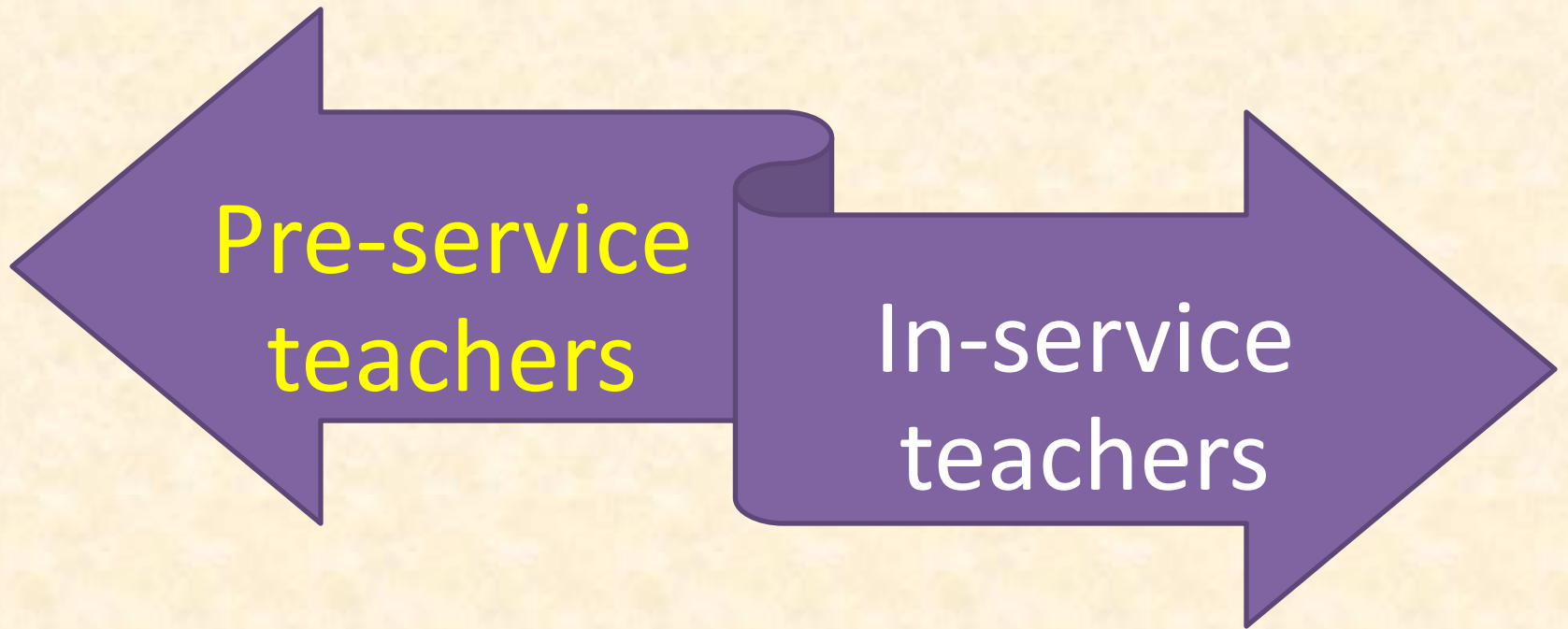


# **Video Recordings as a framework to enhance reflection in teacher training.**

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# REFLECTION



# Reflective Practice (Rodgers, 2005)

RP1.

Reflection is a **meaning making process** that moves the learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas.

# Reflective Practice

RP2.

Reflection is a **systematic, rigorous, disciplined way of thinking**, with its roots in scientific inquiry. (Description, analysis, plan of action, experimentation).

# Reflective Practice

RP3.

Reflection needs to **happen in community**, in interaction with others, and requires attitudes that value the personal and intellectual growth of oneself and of others.

# Reflective Practice

RP 4.

Reflection requires **attitudes that value the personal and intellectual growth of oneself and of others.** (Directness, whole-heartedness, open-mindedness, and responsibility)

# FACILITATING REFLECTION

 Observation and peer observation

 Journal and diary writing

 Video recordings

 Action research

# Video Recording

“As an **estrangement device**, video enables us teachers to create more distance between ourselves and our teaching. Video enables us to see ourselves the way other see us”.

Bailey 2001



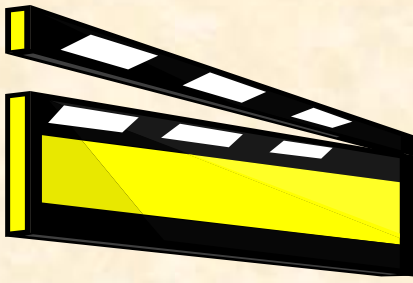


# Effects of the video recording (2009)

- Feelings about the video
  - Nervousness at the beginning of the lesson
  - It was scaring because it was the first class
- Influence of the video in their performance
  - Distracting at the beginning of the lesson
  - Less distracting at the end of the lesson
  - Help them to focus on the lesson
- Advantages of video
  - They can see 'mistakes' for future action plans.

# Video Recording Process

- VRP1. Plan the video recording in advance. Talk about the '**estrangement device**' and discuss how it will enable us to see ourselves the way other see us.
- VRP2. Make the recording. Consider technical problems and quality of the video.



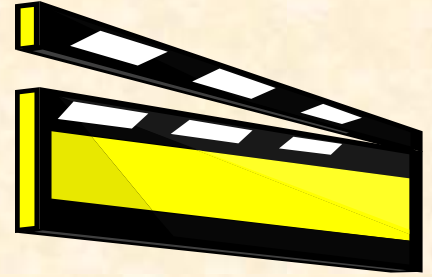
# Before watching

- VRP3. Before watching the video pre-service teachers describe three key aspects of their lesson. Description is part of a **systematic, rigorous, disciplined way of thinking.**

# Watching the video.

- VRP4. Watching the video is a **meaning making process** that moves the learner from one experience to the next with deeper understanding of its relationships with and connections to other experiences and ideas.

# After watching



- VRP5. Pre-service teachers describe three key aspects of their teaching practice. This time they analyze what helped/hindered their teaching practice and make an action plan in a **systematic, disciplined way.**

# Beyond watching

- VRP6. **Value the personal and intellectual growth** of pre-service teachers. Allow them to make choices as to how they want to make use of their video recordings. **Reflection happens in community** encourage pre-service teachers to do so when ready.

# Pre-service teacher's reflections

- “I realized that some students were attentive but some others were playing with their books and the board. **I think that it could happened** because a pass from an activity to another very fast and I did not give them the opportunity to get familiar with the first activity.” Sheila

# Pre-service teacher's reflections

- “the activity that I liked the most was the *collage*. I could realize that students were very excited when they were looking for the clothes I was asking for. Also, I noticed in the video that **my voice was clear and loud** and this makes me feel good because I had always had problems with my voice and in this video I **could see that I have improved my voice.**”

**Sheila**



# Pre-service teacher's reflections

- “When I saw myself on the video I noticed that I am very strict with myself because I was like correcting my errors all the time, I was like, why did I do that? I should not walk that way, I should check their progress all the time, I should not let them too long for each activity, etc. and I feel I have to be that way but with my students.” Lilia
- “That was the fear I had at the beginning of watching this video, but it was like if I were watching someone else, then I noticed it was me.” Lilia

# Pre-service teacher's reflections

- “when I saw the video, I saw also things that I did not notice before. When I was giving the game instructions some of the students were distracted and some of them were playing with their cellphones or classmates, for that reason I had to repeat the instructions but they still misunderstood.” Mario

# Pre-service teacher's reflections

- “After I watched myself in the video, I noticed some aspects like; **my voice was a little low,** and I didn't give some instructions since the beginning in one activity.” Nataly

# Pre-service teacher's reflections

- “When I saw myself in the video, I noticed that the participation of students was good at the very beginning of the activity and they were interested on the game we were playing. However, almost at the end of the game I lost the control in some way.” Irene

**THANK YOU!!**

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