



VIDEO ANALYSIS

WHAT IS IT?

A practice in which teachers' instructional experiences are captured on video and used as a tool for teacher educators to engage candidates in observation and discussion concerning effective practice

1

Capture on video the instructional experiences of both practicing teachers and teacher candidates.

2

Engage candidates in observation, reflection, and discussion concerning observed practices.¹

- Analyze instruction
- Identify strengths and areas for improvement²

How can I use this?

Analyzing Others' instruction:

When engaging in video analysis, it is important to provide candidates with videos that are both examples and nonexamples of effective teaching practices. Guiding questions can be used to focus reflection and patterns in responses can spur in-person/online discussions.

Self-Analysis of Instruction:

Candidates can produce videos of their own instruction, complete a self-reflection, and then engage in a feedback session with faculty, mentor teachers, or peers.

BENEFITS

Positively affects candidates' self-analysis of instruction³

Candidates can see what effective instruction looks like



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Endnotes

- 1 Borko, H., Jacobs, J., Eiteljorg, E., & Pittman, M. E. (2008). Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education, 24*, 417–436.
- 2 Friel, S. N., & Carboni, L. W. (2000). Using video-based pedagogy in an elementary mathematics methods course. *School Science and Mathematics, 100*(3), 118–127. doi:10.1111/j.1949-8594.2000.tb17247.x
- 3 Santagata, R., Zannoni, C., & Stigler, J. W. (2007). The role of lesson analysis in pre-service teacher education: An empirical investigation of teacher learning from a virtual video-based field experience. *Journal of Mathematics Teacher Education, 10*(2), 123–140.