Using video to professionally develop teachers’ ability to notice classroom interactions
Purposes:

After the workshop you will develop a better understanding about:

- “Teaching Noticing”
- “Lesson Analysis Framework”
- Use of video in teacher professional development activities
What we’re going to do....

1. Viewing a classroom video clip
2. Sharing our observations
3. Interactive discussion
4. Resources
Task 1: Video Viewing

Question 1:

- While watching the video, make a list of all the things you notice.

- The list doesn’t need to be in any particular order, just observations that you noticed and are now aware of from watching the video. You may list what you noticed in the following spaces.
Task 2:

- Share your observations within your group.

**Question 1(a):**

- Listen to what your peers noticed in the video clip. Write down something that they noticed that escaped your noticing.
Question 1(b):

- As a group, determine the most salient observation your group made in this video clip.
What did you notice?

Let’s hear our thoughts

What is the focus of attention?
**What might teachers notice?**

**Focus of attention:**
- Teacher action
- Teacher Pedagogy
- Classroom environment
- Classroom management/atmosphere
- Student engagement
- Student thinking
- Communication (S-S or S-T interaction)
- Tasks/Activity
- Science content (i.e., subject matter)
- Learning goals
People involved in professional activity build and utilize **professional vision**

“socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group” (Goodwin, 1994, p. 606).
What matters MOST in the classroom?

"Seeing" what matters
Teaching and learning in classrooms are constructed dynamically through the interpretations and interactions of teachers, students, and content. (Cohen, Raudenbush, & Ball, 2003)

Fig. 1 Instructional triangle
How Teachers Notice

Provide descriptive and evaluative comments

Provide little or no evidence to support analysis

Provide primarily evaluative with some interpretive comments

Begin to refer to specific events and interactions as evidence

Refer to specific events and interactions as evidence

Refer to specific events and interactions as evidence

Elaborate on events and interactions

Elaborate on events and interactions

Make connections between events and principles of teaching and learning

On the basis of interpretations, propose alternative pedagogical solutions

More interpretive

More evidence-based

Providing alternatives

Connecting to the broader principle
Lesson analysis framework (LAF)

LESSON LEARNING GOALS
1. What are the main ideas students are supposed to understand through this lesson?

ANALYSIS OF STUDENT LEARNING
2. Did the students make progress toward the learning goals(s)? What evidence do we have that students made progress toward the learning goal(s)?
3. What evidence do we have that the students did not progress toward the learning goal(s)? What evidence is missing?
4. What instructional strategies supported students’ progress toward the learning goals and which did not?

ALTERNATIVE STRATEGIES
5. What alternative strategies could the teacher use? How do you expect these strategies to impact students’ achievement of the lesson learning goal(s)?
6. Is any evidence of student learning missing? How could the teacher collect the evidence?

**Unit:** Chemical digestion in mouth

**Learning goal:**
- Describe the action of salivary amylase

![Diagram of starch to maltose conversion](image-url)
ANALYSIS OF STUDENT LEARNING

2. Did the students make progress toward the learning goals(s)? What evidence do we have that students made progress toward the learning goal(s)?

3. What evidence do we have that the students did not progress toward the learning goal(s)? What evidence is missing?

Evidence – What students say, what students do, what students make
Task 3: Focused noticing

- Read the transcript and answer Q.2 and Q.3 of LAF framework.
Observations:

- Students DO what they were expected to do
- Students were happy and engaged

- Teachers have TOLD the students and we don’t have much evidence of what students were thinking
Let’s look at lines 66-70

- **T:** So we’re going to add to some lovely saliva mixture and we have..
- **S:** It didn’t turn sweet.
- **T:** For you it didn’t, for a lot of students it did.

How can we be more sensitive to salient classroom interactions?
Affordances of classroom videos

• Video is a medium that allows the complexities and immediacy of classroom interaction to be captured and preserved in authentic ways
• Videos can be played again and again. It can also be paused and rewound for revisiting a specific episode multiple times
• Videos provide teachers with the opportunity to engage in fine-grained analyses of classroom practices
Videos are widely used in teacher professional development activities (Gaudin & Chaliès, 2015; Marsh & Mitchell, 2014)

- Video-based professional development (e.g., Jacobs, Lamb, Phillip, Schappelle, & Burke, 2007; Levin, Hammer, & Coffey, 2009; Levin & Richards, 2011; Sherin & Han, 2004; Sherin & van Es, 2005; Star, Lynch, & Perova, 2011; Star & Stickland, 2008; van Es & Sherin, 2006)

Reflection on videos

Analysis and annotation of videos
**Video Club** - Groups of teachers watching and discussing excerpts of videos from each other’s classrooms.
What did you notice about students’ ideas and reasoning in the video?
Why do you think students were thinking in this way?
What evidence is there that students’ ideas are progressing toward the learning goal?
What can be done to help students progress towards the learning goals?
References:


Want to know more?

**MEd elective - MEDD8868**

- Learning to Notice: Towards Effective Classroom Observation and Quality Classroom Research

- Be a *mentor* of our PGDE students!
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