

VIDEOTAPING PROGRAM

Watching yourself on videotape and discussing your teaching with a peer consultant is one of the best ways to improve your skills as a teacher. In conjunction with teaching evaluations from students and classroom observations and feedback from advisers and peers, video consultation supplies crucial information about what actually takes place during a classroom session. Over the course of the semester, each GSI will be videotaped twice and will work with a trained peer consultant to improve teaching and learning.

I. What the videotaping program entails on the part of the individual GSIs:

1. On the day prior to being videotaped, the GSI meets with the consultant and takes part in a pre-videotaping interview. In this intake meeting, the consultant familiarizes her/himself with the GSI's teaching experience, how the class has been going so far, what the GSI will be covering in the class that will be taped, how the GSI will teach the material, the goals the GSI has for the class session, and any particular areas that the GSI would like feedback on such as student participation, pacing, sequencing, chalkboard use, handling student questions, summarizing discussion, interactions among students, group work, etc.
2. After the GSI has been videotaped, the consultant gives the tape to the GSI to take home and watch. Before viewing your tape, please read the handout entitled, "Watching Yourself on Videotape," taken from Barbara Davis' book, *Tools for Teaching*. Please note that most people seeing themselves on tape for the first time tend to focus on their appearance. It is thus useful to run through the tape a second time to concentrate more fully on pedagogical matters. The GSI should take notes on areas he or she would like to focus on in the consultation hour and choose specific segments of the tape that he or she would like look at in depth. The GSI should then give the videotape to the consultant so that he or she can also review it prior to the consultation hour.
3. One-hour analysis of tape with the consultant as soon as possible after the videotaping and after both the GSI and consultant have individually viewed the tape. The consultation hour should be a dialogue about teaching and learning. The GSI who has been taped will be asked to control the remote, stopping the tape at any point where he or she would like to discuss a teaching and learning issue. The consultant will also ask the GSI to stop the tape at places where he or she would like to give feedback.
4. At the end of the consultation hour, the GSI, with the assistance of the consultant, should prioritize 3-4 areas that he or she would like to focus on and work to improve between the first and second taping. Using the "Goal Setting" sheet provided by the consultant, the GSI and consultant should come up with strategies and ways to improve upon those particular areas. These areas of focus and strategies on how to improve those areas should be written down and kept by both the GSI and the consultant and reviewed prior to the second videotaping.

5. At the end of the semester, all GSIs will be asked to evaluate the video consultation program and its effectiveness.

II What the videotaping program entails on the part of the video consultant:

1. Scheduling: Set up a schedule of dates for all GSIs to be taped. You will also need to schedule a 20 minute pre-videotaping meeting with the GSI being taped on the day before the class takes place and a one hour consultation session ideally within two days after the taping.

2. Equipment: Familiarize yourself fully with the video equipment you will be using. Make sure there is an extension cord and an extra videotape before each taping if you are doing the taping yourself. Set up a place where you and the GSI can watch the videotape without being disturbed.

3. Procedures: Each videotaping will require approximately three and a half hours of work on the part of the consultant and will entail the following steps:

Step 1: Set up a pre-videotaping interview with the scheduled GSI on the day prior to the videotaping, approximately 20 minutes. This should serve as a type of intake session where you discuss the GSI's teaching experience, how the class has been going so far, what the GSI will be covering in the class that will be taped, what specific teaching techniques the GSI will use, the goals the GSI has for the class session, and any particular areas of her/his teaching that the GSI would like feedback on such as student participation, pacing, sequencing, chalkboard use, handling student questions, summarizing discussion, interactions among students, group work, etc.

Step 2: Attending and videotaping the class session. Research shows that it is extremely important for the consultant to be present during the class session in order to have a real sense of what transpired in the hour. Watching the videotape without having attended the class does not provide the necessary familiarity with the class (e.g., how students were interacting with each other and the course material) upon which a discussion of teaching and learning can take place. When taping the class, it is important to focus on the entire teaching and learning situation and to videotape the students as well as the teacher.

Step 3: After the class is taped, both the GSI and the consultant need to watch the tape individually before meeting to discuss it. The consultant should take notes and highlight any segments that he or she would like to focus on in the consultation hour. The GSI who has been taped should also watch the tape prior to the consultation session, take notes, and pick out specific parts of the class session he or she would like to focus on. This should be done as soon after the videotaping as possible.

Step 4: After both the consultant and the GSI have seen the tape individually, the two meet to discuss it in depth. The consultation hour should be a dialogue about teaching and learning. A useful way to begin the meeting is to start out with a general comment such as "I enjoyed the

class. How did it go watching the tape?" The GSI might be invited them to give some overall impressions which the consultant can jot down and/or briefly comment on. Then the two should watch the tape. The GSI who has been taped will be asked to control the remote, stopping the tape at any point where he or she would like to discuss a teaching and learning issue. The consultant will also ask the GSI to stop the tape at places where he/she would like to give feedback.

Step 5: Goal setting: Together with the consultant, the GSI should prioritize 3-4 aspects of teaching that he/she would like to work to improve. The GSI and consultant then discuss concrete ways in which the GSI can make the desired changes in his/her teaching to enhance student learning. The areas of focus and specific ideas on how to improve on those aspects of teaching and learning are written down on the "Goal Setting" sheet, and both the GSI and the consultant should keep a copy of this sheet. The GSI should use these ideas to improve his/her teaching and the learning that takes place for the students, and both the GSI and the consultant should review the goal sheet prior to the second videotaping.

4. Evaluation: All GSIs who are videotaped during the semester should be given the opportunity to evaluate the effectiveness of the program. The consultant should use this feedback to write up a summary report to be submitted to the department and to the GSI Teaching and Resource Center as part of the final report.