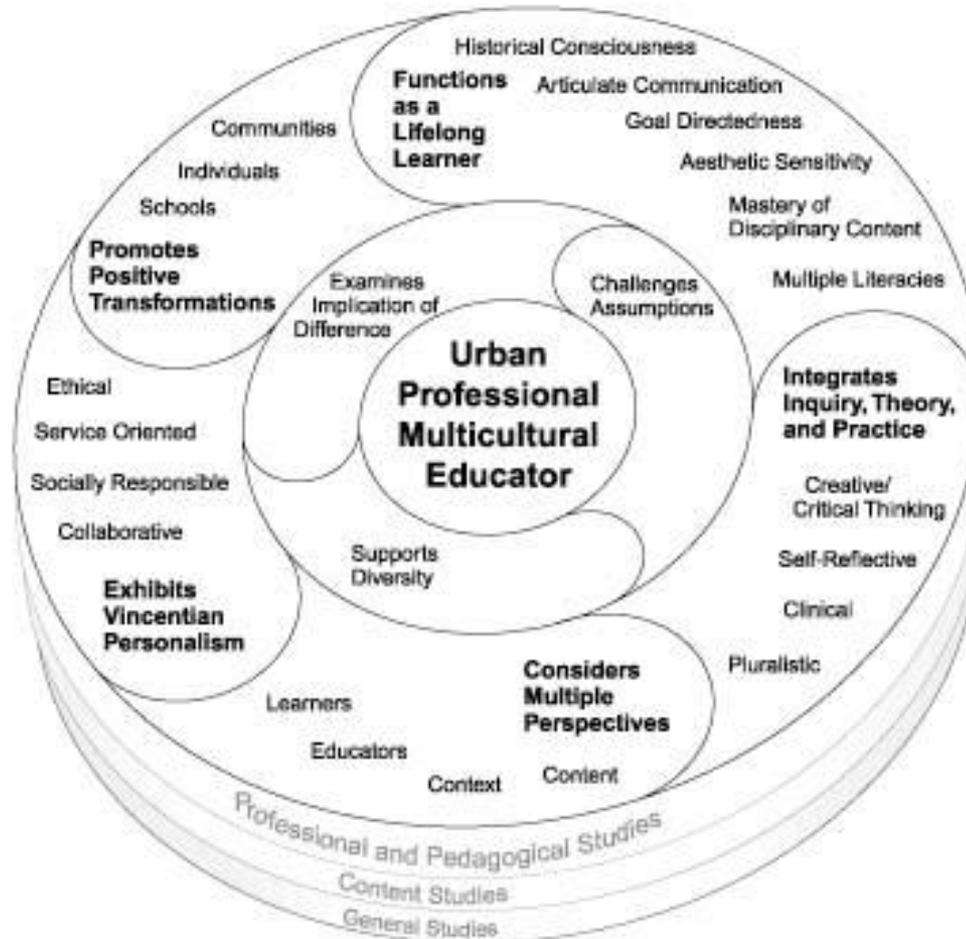


Using Flip Video Cameras in a School of Education Theory with Practice course

Dr. Anna Marie Frank

Dr. Kathryn Wiggins

DEPAUL UNIVERSITY
 School of Education
 The Urban Professional Multicultural Educator



Theory & Practice course logistics

- Teaching whole class of students
- Learning to collaborate
- Creating curriculum
- Direct supervision from instructor
- Receives immediate critical feedback
- Video-pictures worth a thousand words!
- Focus on self & group reflection leading to teaching effectiveness

Student Perspective

- Student teaching in just 11 weeks, I am freaking out!!
- Why do I have to take this physical education course?
- Teaching “gym”, that should be easy
- Not sure what classroom management is
- Will be team teaching a whole class of children
- Need to write weekly lesson plans and reflections
- Video taping the lessons? Should be interesting!
- Sounds like a lot of work

Research

- Moving from a “received knowledge perspective” to a “constructed knowledge perspective” I. Rovengno (1992)

Received knowers:

- Depend on knowledge from others .
- Receive knowledge passively.
- Trust authority to name task and solution.

- A constructed knower:
 - Is self-directed.
 - Constructs meaning from experience.
 - Can grow to value own voice .
 - Is not dependent on authority for info.

VIDEOS REQUIRE STUDENTS TO VIEW
OWN TEACHING AND ANALYZE WHAT
THEY SEE

Watch video

Evolving to a constructed knower

- Wow, I didn't see that!
- Not really proud of what I saw
- I want & need to be better than that!
- Now I understand the feedback and grade I got from the professor.
- Self assessment may be most valuable

Don't kill the messenger!

- Creating the teachable moment
- Seeing is believing
- Empowerment

Challenges

Student

- Watching video was “extra’ work
- Didn’t have time
- Poor quality

Professor

- Expense for equipment
- Batteries
- Lug tripod
- Enlist a “videographer” from the class
- Download to Blackboard
- View video too?

Benefits

- More authentic
- Provides the student with a richer engagement in the reflective/self-assessment process
- Student develops from being a “received knower” to being a “constructed knower.”
- Improved student responsibility for own learning and skill development with increased motivation.