HOW DOES VIDEO ANALYSIS OF TEACHING LEAD TEACHERS TO ACTION?

JIHWA NOH

Department of Mathematics Education, Pusan National University
Busan, South Korea

There has been an increase in the use of video for teacher reflection. Related studies reported that video was a beneficial feedback method for teacher reflection (e.g., Powell, 2005). However, there is not a synthesis of practices and processes (nor a framework) for effective video analysis that encourages teachers to change their practices. The purpose of this study is to introduce a guiding framework for using video to support teacher change in hoping to help educators make more informed decisions as they establish their own video analysis processes. The study was guided by the following research questions: (1) What are the dimensions of video analysis process that seem to lead teachers to change their practices? (2) What are the stages of implementation of video analysis process that seem to lead teachers to change their practices?

Our video analysis process was carried in the context of a professional development program (PD) as a learning community (Buffum & Hinman, 2006) where 16 secondary mathematics teachers were provided with 10 sessions, each for 6 hours, over 8 months. Some of the dimensions of video analysis process that encouraged teacher change were having a focus for analysis, analyzing both individually and with participating teachers and/or researchers, allowing ‘learning time’ between recordings. Putting a substantial amount of efforts in developing lesson plans (individually and collaboratively) that reflect the results of analyses appeared to be one of the significant stages of the video analysis process.

REFERENCES