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### Fall 2016 GTA@OIT Grant Final Reflection

The introduction of video recordings (via SWIVL) to facilitate reflection greatly enhanced the effectiveness of this course. At the end of the course, the students completed an online survey evaluating the four technological components in this course: video-letter to self, pedagogical strategy reflections, mini-lesson reflections, and peer evaluation. For each component, students were given the following prompts:

1. Rate the usefulness/effectiveness of this assignment (in regards to learning and future teaching). (1 not at all-5 very useful)
2. Rate whether this assignment should be repeated in the future. (1 not at all-5 definitely)
3. How did you feel about this assignment? (pros, cons, suggestions) (Open response)

Overall, the students felt that they walked away with a better understanding of what they do as teachers, not simply what they *think* they do.

The course began with the video-letter to self assignment, in which the students shared their thoughts about teaching. On the last day of class, we returned to those videos to rewatch them and reflect on any changes in thought and any growth. Several students enjoyed this assignment:

- *It was fun, and certainly better than writing a paper reflection. I feel this was more useful than paper simply because I will be more likely to look back at this in the future. Video captures lost feelings and thoughts better than written reflection I believe, because it can almost transfer you across time and space back to the moment you recorded it. Isn't that the purpose of home movies and pictures anyway?*
- *It is uncomfortable to watch yourself, but having the reflective element was very beneficial to see personal growth.*
- *I completed the assignment in the beginning simply because it was required, but I am so glad I did. I so appreciate being able to see myself, my concerns, and my hopes for the semester from the beginning contrasted to where I am now.*

When asked to rate the usefulness, 79% of the students scored it highly (4 or 5); and when asked to rate whether this assignment should remain in the course, 88% scored it highly (4 or 5).

For the pedagogical strategy reflection assignment, students participated in a group discussion strategy in class and then watched the recording of it to assess its potential effectiveness in their future classrooms. However, as indicated by the open responses, some of the students confused this assignment with others—rendering the rating unreliable. Of the students who actually discussed the pedagogical strategy reflection assignment, some said:

- *seeing and using multiple examples of teaching us HUGE for me because i will know then how to implement them again in my future classroom*
- *I thought the assignment itself was fine, but I didn't really use the technological aspect of it, since I had a pretty good memory of what the activity was like.*
- *good to go back and watch and see how effective the strategy was but participating in it is just as effective.*
- *It was good to reflect on these activities because it helped me give more thought to how I would use them in my own classroom. The videos helped me remember more than I would have if I had to remember everything on my own.*

The above responses illustrate mixed feelings toward the technological aspect of the assignment. Therefore, perhaps in the future, I will present the recording as an optional resource.

For the two mini-lesson assignments, students were recorded teaching and then watched the recording and reflected on what they saw. Though the SWIVL device had its issues, the students typically enjoyed it:

- *I loved how the mini-lessons let us practice and then reflect on how well we did! Sometimes the SWIVL didn't track very well, which could make it a little difficult to watch videos, but otherwise I think that being able to see what we look like from a student's perspective was nice.*
- *This was incredibly useful. It is the only way for us to see ourselves up there. By going back and watching the videos you see things that you may not have noticed while you were in front of the classroom. I really felt that this was useful.*
- *The only con of the swivl was that sometimes the mic cut out so watching the video back was sometimes difficult. Other than that, I think the two mini lessons played an enormous part in boosting my confidence in front of the classroom.*
- *I love the swivl! I'm so happy I got to see that technology in action. I love that it follows you around. I had to film myself teaching in a different course and did not use swivl....I literally couldn't see myself in half the video because I was walking around. I also did like the reflections. I like that they are low-pressure.*
- *The Swivl filmed really good videos. If not for the reflections, I do not think I would have given as much thought to the deficiencies in my teaching. It was helpful to rewatch the lesson and reflect on it, even though it was extremely uncomfortable to watch myself on video.*



When asked to rate the effectiveness of the assignment, 97% of the students scored it highly (4 or 5); and when asked to rate whether the assignment should remain in the course, 97% likewise scored it highly (4 or 5).

The final technological component was the peer review assignment, in which students watched the mini-lesson recording of one of their peers and provided constructive feedback via Canvas. I am still trying to determine which method is better: using Canvas's peer review function or creating a separate assignment for the peer review. Each option has its advantages and disadvantages. Student comments include:

- *This assignment was somewhat helpful. However, there needs to be a better way of actually seeing the peer eval. I never saw the feedback that I got.*
- *Felt strange evaluating a classmate in this way, but it was constructive in that it helped us put ourselves in the mindset of a TEAM evaluator; now we know what to expect, to an extent*
- *I find that I tend to value the opinion of my peers a lot so having a peer review is very helpful to me. I think that hearing a suggestion from my peer makes me more open to the idea of changing my strategies and implementing something new. It was also nice to go back and watch their video because I was able to take notes on some strategies that they did that I would like to use myself in the future.*
- *It was an interesting process to watch someone else's video and figure out what was working and not working for them...but at the same time it was hard for me to "judge" someone else's work when I'm just a beginning teacher myself! I did not feel I had the authority to say what they should improve on or change.*

When asked to rate the effectiveness of the assignment, 75% of the students scored it highly (4 or 5); and when asked whether it should remain in the course, 78% scored it highly (4 or 5). Rather than the technological aspect itself, the lower scores seem to reflect more the students' sense of preparation going into the assignment.

Overall, the technological additions increased the effectiveness of the course as a whole. A few necessary modifications remain, yet most students reported benefitting from the technology-reflection pairings and felt that future students would do similarly.