**HERO-T Workshop in Education Summer 2018**

**Video Project**

**Purpose**

While everyone recoils at the idea of looking at him or herself on video, it can be one of the most instructive experiences in teaching. The point is to capture on a video recording a small part of your teaching style and classroom life, and in turn, to be able to see the same of other students who share their videos. From seeing others and ourselves we learn how we and others appear, talk, move, and interact. What we think is happening may not be what is actually going on. We may hear ourselves repeating words or making strange facial expressions. On the other hand, we might find that we present ourselves for more effectively and assuredly that we imagined. At any rate, so much is going on in a classroom that often viewing videos allows us to get a handle on how the class is going.

**Class selection and length**

You are required to record highlights of the lesson (s) you created for your HERO-T Workshop in Education course. Video the lesson(s) and then create a summary showing aspects that you wish to highlight.

**Camera Operation**

Most schools own a camera and remote microphone that you can borrow for the recording. If not, a camera is available for loan in the ITC and the portable microphone can be borrowed from Media Support Services. Ask your media specialist to work the camera. While you and your actions are interesting, please make sure that the camera operator scans the room. Capturing student reaction and behavior is important as well.

**Preparation**

Let your students and possibly the administration know why you are making a video recording and what it is for. Assure them that the video will not be viewed by anyone outside your seminar and is intended for educational purposes only. If necessary, secure written permission. See attachment.

**Video Presentation**

After recording your video, you will need to view it repeatedly and try to get a perspective on what you see. You want to decide what is important and instructive for others to see. In a 25-30 minutes class presentation, you will show a 10-15 minute segment of the video and participate in a 10-15 minute discussion of what was shown. The 25-30 minute presentation should include:

1. Introduction (1 minute) - this is a brief introduction to the subsequent video in which you explain the context, what your peers are about to view, and what you want them to look for.
2. Video show (15 minutes) - show **summary** that is reflective of your teaching experience. Do not talk or answer questions during the show. Let your introduction and the video recording itself do the talking.

1. Brief discussion (10-15 minutes) - Ask your peers what they saw and what comments they have. First, listen to their responses without replying. Then, ask them if they have experienced similar situations. Finally tell your peers what you learned from teaching the lesson (s) and viewing the video.

**Reflective Commentary**

This two to three-page paper is a logical companion to the video in which you reflect on and analyze what meaning you give to the recording. Remember to consider:

1. students’ actions - attentiveness, responsiveness, motivation, body language, verbal responses, tone, what they seem to be learning, others you observe.
2. the lesson itself - what were the lesson objectives and were they achieved; reflection on each segment of the lesson, including the lesson opening and closing; overall success of the instructional plan itself, including changes you might make; moments in the lesson you liked and disliked and why.
3. overall comments about what you learned from viewing the lesson on video and from the discussion with your peers.

NOTE: Please to be sure to include both self-critical and praising remarks. However, the focus of the paper should be an analysis of what you see, not a judgment.