

Digital Camcorders: A Reflective Mirror

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Abstract: Participants will learn how lesson reflection from memory and after observing a video may serve to improve instruction. The presenter will share results of a project in which two methods of self-reflection were compared. Pre-service students were asked to write a reflection shortly after teaching a lesson. Next, they were asked to write a reflection after viewing a video of the lesson. Researchers compared the two written reflections on several factors for differences in the quality and depth of the reflections. Pre-service teachers also made their own comparisons as to the value of each method in improving instruction.

During this paper presentation, the presenters will share with the participants the the current literature and the findings of their study of reflective practice. The study compared the reflections before and after viewing a video of a lesson taught as part of an internship by preservice teachers. The participating students are in a six-hour course which includes a field-based component. As part of this course students teach five complete lessons, one of which is video-taped. All five lessons require a reflective self-evaluation, using a specific instrument, after the completion of the lesson. One of the five lessons is vide-taped. Two reflections of this lesson are required. The first reflection will be done prior to viewing the video of the lesson. The intern then watches the video and responds to the same reflection questions as done previously. Researchers will share their comparisons of the two reflections in order to show the differences in the quality and depth of reflections.

The presenters will suggest how this research might be valuable to mentors, administrators and teachers involved in self-improvement.