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The Video Club

What better source of learning than video from your own classroom? Through video, you can re-enter your classroom without the responsibilities of teaching. You can observe, ask questions and reflect on your students' learning.

Who better to learn with than your colleagues? You share much understanding with colleagues. You understand the culture and expectations of the school; you may teach the same curriculum; you may know the same students and their families.

How Does a Video Club Work?

A Video Club is similar to a teacher study group or professional learning community. You and your colleagues meet and engage in inquiry about student thinking. Video from your classroom anchors your discussion.



Notice



Analyze



Review



Share



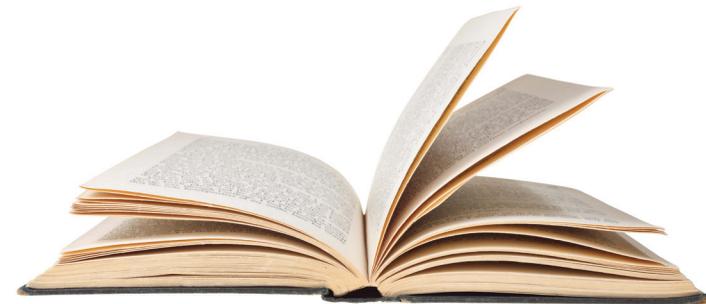
Statistics

It's Like a Book Club!

Members of a book club typically read a book on their own. When the book group meets, a person may raise questions or select passages for the group to discuss. In a Video Club model, a teacher first analyzes video from her own classroom independently. She then selects a clip and crafts a question about students' ideas to tackle with colleagues.

Goals of the Club

- Together analyze students' ideas and reasoning related to the teacher's question for the colleagues.
- Use students' ideas and reasoning as a basis for making instructional decisions.



Prepare to Meet with Colleagues

Prior to meeting, identify one person to facilitate. This responsibility can shift from meeting to meeting or remain the same for all meetings. You and your group decide. If you are the designated facilitator refer to the guidelines/strategies provided to support productive Video Club meetings found in Section 5: Resources.

Establish a time to meet and agree that everyone will arrive five minutes prior to the start time. Starting and ending on time contributes to more productive meetings.

Plan to hold your meeting in a quiet place where there won't be interruptions and where you can view video together.

Likely, there will be time for only two cases. Coming prepared with a case even when you are not sharing will help you make meaningful contributions to the discussion. It will also give you an opportunity to reflect on what your students understand or are confused about.

Build a Supportive Community

Start your Video Club by establishing norms for working comfortably and respectfully with classroom video. Keep in mind that everyone is probably a bit nervous about sharing video from their classroom. Take time to hear everyone's concerns so that all will be comfortable. Keep in mind that you always decide what to share and what not to share.

Share a Case

The purpose of the case is to study students' ideas and how their ideas develop. The case should take about 20 minutes. Allow 5-6 minutes to introduce the case and 10-15 minutes for discussion. The diagram on page 29 illustrates the case process.

Set the Context (5 minutes):

Introduce the video segment with an organizing question or dilemma related to students' science ideas.

Sample Organizing Questions

- Do you see evidence of students learning from each other?
- How does student understanding evolve during the discussion?
- What do students think about how the brain, spine, and nerves work together?

Ask Clarifying Questions (3 minutes):

Restate the question or dilemma. Invite clarifying questions from your colleagues.

Discuss Students' Ideas and Reasoning (2-5 minutes):

Listen quietly for a couple minutes while your colleagues discuss what they observed that is pertinent to your question. Then, join in. Ground ideas and questions with evidence from the video segment shared. If the discussion begins to diverge, restate the question.

Consider Implications (1-5 minutes):

Respond to your colleagues' feedback. Based on discussion, what insights and questions emerge? What are the implications of the discussion for your teaching?

Reflect (3 minutes):

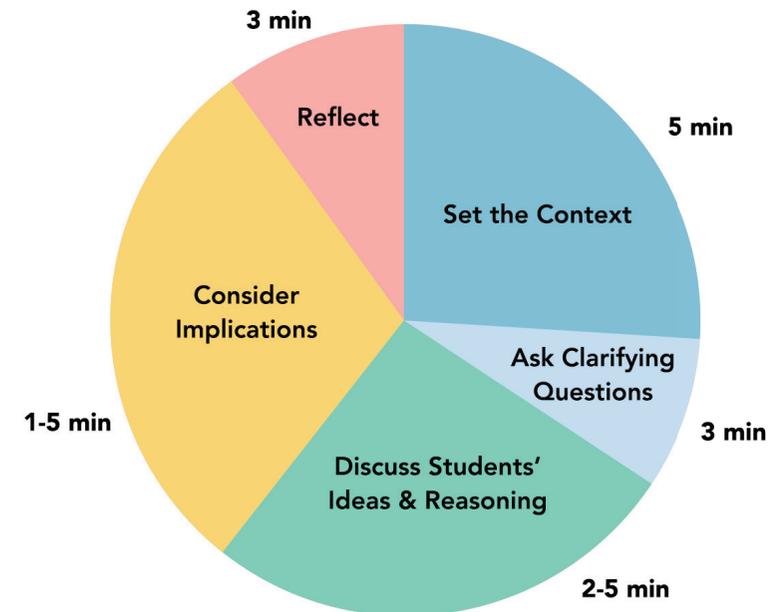
Each person writes a brief reflection to capture insights and implications from the case. You and your colleagues may choose to share reflections.

Respond to Colleagues

- Keep in mind that the purpose of the Video Club discussion is to work together to understand students' ideas and their development.
- Focus on the organizing question of the case.
- Pose questions and ask for clarification.
- Provide feedback based on evidence from the video. Share observations.

Use Feedback to Inform Teaching

- Based on discussion with your colleagues, what insights and questions emerge?
- What are the implications of the discussion for your teaching?



What Do I Do Once I Know What Students Think?

With insight into your students' ideas and reasoning, you are better positioned to support their understanding. Some of your actions to move learning forward will happen on-the-spot in the moment of teaching, while others will be folded into your plans for the next day. Here are a few actions you might take. Other actions will come naturally.

Examples of on-the-spot actions

- Ask students to turn and talk with a peer.
- Ask students to weigh two conflicting ideas that they put forward.
- Ask students to reason with data and evidence from their investigation.
- Interject a bit of information or clarification if it will help overcome a roadblock.

Examples of future actions

- Refer to students' current ideas when you introduce the next discussion.
- Revisit the same question or idea in the context of a new investigation.
- Extend the range of evidence students have to work with.
- Encourage students to generalize from one context to another, e.g., "Would the same thing happen in this case?"

