

DOCUMENT RESUME

ED 055 970

SP 005 317

AUTHOR Ciampa, Bartholomew J.
TITLE VTR...Education's Benevolent Humility Device.
NOTE 8p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Feedback; *Microteaching; Peer Teaching; *Preservice Education; *Secondary School Teachers; Self Evaluation; *Video Tape Recordings

ABSTRACT

The use of television videotape equipment is an effective shortcut in replacing the inexperienced undergraduate concept of teaching is a 'gut' experience with a realistic concept of teaching; it nurtures humility without subjecting the student to humiliation. In the Nasson College secondary teacher education program, microteaching with videotape feedback is used in the Secondary School Teaching Methods Course immediately prior to student teaching. The student being videotaped is required to submit a formal lesson plan which is distributed to observing students along with an evaluation form when the tapes are replayed. Immediately after the videotapes are replayed, the observing students return the completed evaluation forms directly to the student who presented the lesson. (A copy of the evaluation form used by observers is included.) (RT)

ED055970

VTR ... Education's Benevolent Humility Device

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

by

Bartholomew J. Ciampa
Director of Student Teaching
Nasson College

005317

How do we breach the "humility gap" in teacher training programs? Is there a "shortcut" we might explore in trying to replace the inexperienced undergraduate concept of "teaching is a 'gut'" with the realistic concept of the student who has successfully completed his student teaching experience?

Such a "shortcut" does, indeed, exist in the use of television videotape equipment.

It seems that the educational foundations and methods courses are all irrelevant to the student until he has had some suitable laboratory experience in the field which enables him to synthesize his previous experiences into a meaningful "teacher readiness" factor.

The value in the T.V. "replay" idea lies in the context of its use in nurturing humility without the student being subjected to humiliation.

An invaluable asset in education is considered to be the individual's awareness of his own shortcomings as a teacher so that he will be ever-challenged in trying to improve his teacher effectiveness. Videotaping, without a doubt, provides the student with the knowledge of his strengths and weaknesses as a beginning teacher.

The adaptation of videotaping to teacher training programs is by no means a new idea, but it seems that the method of its employment has been responsible for its varying degrees of success.

Elements of change or variation which might influence success can be linked to such factors as initial purpose of videotaping, educational facilities and equipment available for use and academic level of experience of students or observers.

Let us more closely examine a specific application of these variables by assaying the V.T.R. (videotape recorder) utilization employed in the Nasson College Secondary Education Certification Sequence.

This particular course "block" or sequence includes the courses of History and Philosophy of Education, Adolescent Psychology, Educational Psychology, Secondary School Teaching Methods, Student Teaching Seminar and Student Teaching in Secondary School. Also available as related electives are Theories of Learning, Psychological Measurement and Child Psychology.

Prior to the implementation of the videotape equipment, students would progress through the sequence and approach the "capstone" course (Student Teaching) with little or no explanatory experience beyond the abstractness of the textbook, the course-planning projects, or the supplemental readings. (Even the utilization of role-playing lesson presentations seems to have a stifling aura of fabrication when merely presented in a quasi-classroom context in the absence of the V.T.R.)

Since the students usually undertake the Secondary School Teaching Methods Course as the immediate antecedent to the actual Student Teaching experience, it was considered best to apply the concreteness of the videotape experience at this point in the sequence. Not only are the students able to get their extremely important first experience in the comfortable and protected atmosphere of a pre-sensitized micro-teaching simulation, but they are also afforded the benefit of a minimal time lapse between this activity and the actual classroom teaching experience.

The videotaping exercise is begun after the students have had a thorough exposure to comprehensive material describing the lesson and unit planning concept. This material might include various readings on the subject, numerous descriptions of flexible lesson plan formats, substantive lesson plan models, and observations of videotape lessons presented by previous students engaged in the same activity during a previous semester. (Since all lesson plans are retained and catalogued with the corresponding videotapes, the observing students are able to view the tapes with facsimiles of the presenting students' original lesson plans in-hand.)

The Secondary Methods Course participants are divided into groups of presenters and observers and a calendar of presentation and replay^{dates} is arranged with the Audio-Visual Department and is

structured to coincide with the original course-time meeting arrangements. We have found it best to videotape on Fridays and to replay these tapes on the following Mondays. Although the "instant replay" is of merit it was found that the weekend delay provided time for students' introspection and fostered an air of objectivity on the part of the person viewing and critiquing his own presentation.

Prior to the videotape presentation the student is required to submit the formal lesson plan for his program typed on a duplicating master.

The lesson plans are then duplicated and dispensed to the observing students along with an evaluation form (see attached) when the tapes are replayed.

Immediately after the videotapes are replayed the observing students return the completed evaluation forms directly to the student who presented the lesson. (Note: The evaluation forms are not submitted to the instructor.) This practice seems to nurture objective, qualitative evaluations on the parts of the observers. (If any verbal comments are to be made, the student presenting the lesson should have the first opportunity to critique the lesson)

It is extremely important that observing students are made aware of the fact that their comments are valuable and need not be constrained because of any fear that negative comment might tend to contribute to one's peer's grade being affected.

When all verbal comments are made and all written evaluation forms are returned to the student who presented the lesson, he has at least three avenues of self-evaluation.

First, he has the opportunity to observe and critique himself presenting a lesson of his choice within his subject matter field.

Secondly, he has a chance to hear and discuss any pertinent issues arising out of the replay with his instructor and his fellow students.

Third, he is able to synthesize the numerous evaluation forms and divine any consensus or disagreement about any single component or any combination of items cogent to his specific lesson. (See attached evaluation form.)

The program should be structured enough so that students are never without positive direction toward the course's goals, whether they are planning, presentation, subject matter, or any combination of these, oriented. Yet, it must also be flexible enough to allow for wide variation and innovation at any number of the technical or theoretical stages. If a program can be so structured then the possibilities for success are greatly increased.

The importance of a positive, relevant, first exposure involving the student's formal assumption of the teacher role cannot be over-emphasized. For, with each exciting, dedicated and relevant new teacher who enters the profession, there will be reflected in

his students a geometric progression of informed, responsible citizens.

VIDEO-TAPE EVALUATION FORM
SECONDARY SCHOOL TEACHING METHODS
NASSON COLLEGE - B. J. Ciampa

V.T. Lesson presented by _____ Date _____

Estimated Length (min.) _____

Please comment on any of the following items that may be relevant to the lesson.

- Voice and/or speech
- Command of Subject Matter
- Ability of establishing a cooperative attitude in observers
- Ability to plan and organize a lesson (relationship of plan to actual lesson)
- Ability to hold interest of class
- Was the purpose of this lesson clear to both the teacher and the observers?
- Was the lesson beginning effective in establishing a purpose?
- Will you leave the class with one or more clear concepts?
- How would you react to the lesson if you were a pupil in a class being presented this lesson?
- V.T. Teacher's area(s) of strength
- V.T. Teacher's area(s) of weakness
- Additional Comments

signature (optional)

