

Discussing Facilitation of Video Investigation

Aims of this session:

- To share experiences from facilitating video investigations
- To build shared knowledge and expertise around this professional development practice
- To practice attentive listening skills
- To get to know other MTEI participants through professional dialogue

MTEI participants conducted video investigations with a small group of friends/colleagues since we last met. The original assignment is attached to this document for reference. Here were the aims of that exercise:

(Some) Aims of collaborative video study

To investigate teaching practice, using video as a springboard
To create an experience for teachers where all voices are heard and valued
To make visible the teaching of traditional texts, at multiple levels: for teachers, with children
To establish collective norms around intentionally bringing multiple perspectives to illumine the study of teaching
To model a type of learning community anchored around “text” that teachers will want to conduct in their classrooms
To convey that teaching is complex, dynamic, challenging work and that collectively and over time, we can make headway in improving practice
To study teaching together in a way that is nonjudgmental and evidence-based

For today’s small-group processing of this activity, participants will share their answers to these assigned questions. Participants may want to go through each question one at a time, or have each participant speak for an extended block covering all the questions at once, depending on the group. Participants were asked to write ~two-pages about the following questions as part of their preparation for today’s session:

- Whom did you invite to this rehearsal and why?
- Describe what you actually did—did you modify this plan or follow it pretty closely?
- Did you use the scripted pieces that we provided? What other prompts did you come up with?
- What did you learn from doing this?
- Were there parts of this that felt especially unnatural or difficult?
- Were there parts of this that felt particularly easy or familiar?
- What do you think it will be like to do this with a larger group?
- Other thoughts?

(Over)

Once participants have shared their responses to these questions, the group should address this question:

**What are the affordances and limitations of this professional development practice?
How might you manage these?**

Each small group should write their joint responses to this on chart paper to share/send to jmlewis@wayne.edu electronically so we can share them.