

Archived Information

Improving Teaching through Analysis of Lesson Videos

Jim Stigler

LessonLab & UCLA

Background

- Classroom as final common pathway
- TIMSS Video: why study “average” teaching?
- Key findings from TIMSS video:
 - Teaching is cultural, hard to change
 - Reforms rarely penetrate into the classroom
- Programs can make teachers more knowledgeable, but not improve teaching and learning in classroom

Approach to Improving Teaching

- Focus on teaching more than teachers (direct improvement in classroom, motivated by problems of practice)
- Use methods that are known to change culture: Use daily routine of teaching as lever for change (plan, teach, assess, analyze)
- Give teachers opportunities to work together
 - slow down cycle of teaching
 - Learn tools for disciplined planning and analysis (rubric's for work of teaching important)
 - develop knowledge in context of use

Example: Science

- Problem in science: activities become ends in themselves, often not used as vehicles for developing scientific concepts
- In two LessonLab studies (Kathy Roth), using TIMSS video analysis protocol's as tools teachers can use to analyze their own lessons: making visible the science in science teaching

Video Example

Conclusion

- Technology can be a powerful tool for
 - Creating more time for this kind of work
 - Teaching teachers how to plan and analyze
 - Providing knowledge: alternative examples, analysis frameworks, etc.