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Tech Talk
Make it Visible: Video Record Teaching and Learning

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Abstract

Life for students and teachers has proven to be quite unpredictable, whether an unexpected absence, extended illness, outbreaks of communicable diseases, or even inclement weather (Johnson, 2021). Continuing instruction despite these issues is consequential for student learning. Even with planned absences (students or teachers), intentional continuation of the learning trajectory can help students from falling behind. Additionally, teachers need tools to help them reflect and grow in their instructional practices. Video recording offers realistic views of teacher practices because it captures the truth of classroom instruction. While teachers may find video instruction daunting at the onset, it offers them a way to look at what is actually happening in the classroom and then make adjustments. For this reason, the use of video recording has a myriad of benefits to both the student and the teacher.

Benefits to Students

Video recorded lessons provide students with the ability to make up missed classes, control when and where they learn the content, and review material in preparation for assessments. Benefits include improved study habits, increased learning outcomes, and even improved affective and cognitive attitudes towards video recordings (Kay, 2012; Rae & McCarthy, 2017). Student learning increases when students have the ability to hit the rewind button and revisit teacher

instruction. Students can control how many times they watch the teacher model information and how quickly by pausing and rewinding what is being said (Karp & Gallagher, 2019). At the beginning of this school year, the daughter of one author of this article expressed concern over returning to in-person learning where videos were no longer the norm. She shared that the ability to rewind videos is what helped her master content in the previous year. In order to combat that problem this year, the student is using online videos to bolster instruction but has noted that teacher made videos are more helpful because they reflect what happened in the classroom. Students can learn information at their own pace by using teacher-created videos. When a student needs to revisit or gain extra practice, having the classroom video proves helpful. Dham (2021) explains, "Video-based learning provides the students with an opportunity to learn the subject at their convenience in the most effective way" (para. 1) . Students who can return to instruction are able to pace their learning. This is beneficial to the accelerated student as well as the student who needs additional help.

Furthermore, while schools are no longer closing their doors and moving to quarantine status, there will always be student absences. When students are absent, without video, there is no way to fully provide instruction that takes place in the classroom. However, when students are provided the video of the lesson as it occurred, there is the added benefit of teacher modeling and student discussion that would otherwise be missed (Leban, 2020).

Video presentation is central to the concept behind the Flipped Classroom. The flipped classroom is one in which students get the information necessary for class as homework and then practice the skills with the teacher in person. Video presentation of information is one way that the flipped classroom becomes an effective means of teaching. The flipped classroom began with two Chemistry teachers, Bergmann and Sam, who explain that it models instruction where the students "need to be physically present" for teachers to "help them when they are struggling" (Schaffhauser, 2009, para. 4). Students watch video of instruction at home and then work through models and practice in the classroom where the teacher can assist. Bergmann and Sams (2012) advocate for teachers to create their own videos rather than using curated videos in order to reach the needs of their students and note that making videos takes time, saying teachers should "allow 30 minutes to make a 10-minute video" and may need to realize that the video does not have to be "perfect" (para. 7). Teacher-created videos are powerful because they represent information that the individual teacher knows his/her students need. These videos are presented by the student's actual teacher rather than someone that is unknown online.

Benefits to Teachers

Video representation of classroom instruction is not only beneficial to the students but is also beneficial to the teachers (Knight, 2018). When teachers go back and watch videos of themselves teaching live in class, they are able to observe how they engage in the material and how they engage with the students because the "best way to learn about how we teach is to watch how we teach" (Knight, 2018, p. 38). Sometimes, the vision of instruction does not match the image the teacher holds in his/her mind. When teachers take time to watch class in action, they see where the learning is taking place. Sometimes, it is revealed that within the lesson, the teacher is not seeing "learning - they had only seen teaching" (Hattie, 2012, p. 138). In order for classwork to be effective, the teacher should be able to see student mastery of concepts through

the lesson and not only evidence of instruction. Using videos can help teachers see the broader context of the classroom and students as they engage in learning. It presents a view not always seen in real time, which can be enlightening to the teacher as they reflect on the teaching and learning.

The use of classroom videos provides a powerful tool for professional development as well (Knight, 2018). When teachers agree to work together on a lesson, teach the lesson in their classrooms and video part of the lesson, and then share those videos, teachers have the opportunity to participate in meaningful conversations about their instruction (Knight, 2018). When teachers gather to watch these videos, it is important that they "watch the impact of a teacher teaching" (Hattie and Zierer, 2017, p. 55). This becomes even more meaningful because "a peek into the past" (Chen, 2003) allows teachers to see students' responses and feedback after the fact. Since teachers cannot always see all students, recording can allow them to see later what they could not see in real time, thus a peek into their practices as a teacher reveals new meanings for their teaching practices. Teachers can then share with each other to build "a common dialogue about teaching and impact" (Hattie and Zierer, 2017, p. 55). This builds a powerful answer to the question "what do we want students to learn?" (Dufour et al, 2016, p. 36) because the answer to the question is now visible through the video. Furthermore, as teachers view videos of their work in the classroom, they tend to "find themselves reflecting deeply on their practice" (Yaffe, 2015, p. 38). This deeper reflection has the potential to lead to greater teacher growth.

Considerations

There are several things to consider when recording your lessons. If recording a live lesson, there may be privacy issues as well as sound and video quality issues (Johnson, 2021). Student privacy is legislated through the 1974 Federal Education and Rights Privacy Act and "requires all student related records be safeguarded to ensure student privacy" (Walker, 2021, p. 7). Teachers should give students the option not to be part of the video (Walker, 2021) and should partner with administration to ensure adherence to FERPA laws. Additionally, students may feel less open to share questions in their learning process with the knowledge that the camera is on them (Supiano, 2018). Teachers should consider not only how the video will be used (for student publication or personal use) but also where the video will be published. Teachers should work with school officials to ensure adherence to "policies, practices, and responsibilities" in relation to video, posting, and student privacy (Walker, 2021, p. 10).

Privacy concerns are not limited to the student; teachers also may have concerns over the release of videos of their teaching when errors are made or discipline is addressed (Supiano, 2018). Therefore, teachers, administrators, instructional coaches, and Professional Learning Communities should set ground rules on how videos will be discussed and used together.

Teachers may also feel threatened by sharing video of their work with other instructional leaders such as coaches or with members of their Professional Learning Communities for fear of judgment and critique (Vedder-Weiss et al, 2019). This fear of critique may limit their willingness to share the video which could also mitigate the benefits that are obtained from using video tools.

Tools

Teachers may choose to use a variety of tools in the classroom to help make videos accessible to students. Perhaps one of the easiest tools is the use of a tripod and a cell phone to video the classroom. For individual teacher viewing, this is an effective means of recording. While the video will be still (static), this is a low-cost way to capture a lesson. Teachers could upload the video to YouTube, making it cloud-based and accessible on any device. Teachers may also use tools such as Zoom, Screencastify and Screen-Cast-O-Matic to capture the projected screen, recording of the lecture, and discussion in the classroom. In order to ensure that the video is private and not accessible outside of where the teachers share it, teachers set privacy settings (recommended to private or unlisted) when uploading the video. Some learning management systems include video capture tools, for example, Blackboard Collaborate. This online tool can be used as a virtual classroom, but also allows teachers to capture a video recording of the lesson, including whatever documents are presented on the computer. GoReact is a cloud-based video platform that is useful for video recording any performance, including teaching. It is fee-based and allows for time-stamped feedback, thus is a useful tool for professional development and personal reflection. To capture the teacher as he/she moves about the classroom, a dynamic video recording, using a Swivl, a robotic platform with accompanying software, can be purchased.

Another way that teachers can share video with students is through Nearpod, Playposit, and Edpuzzle. Each of these online programs allows the teacher to embed questions for students to answer while viewing the teacher-made video thus bolstering student engagement. Teachers can share the link to the video with students through their school's Classroom Management System (CMS) or, in the absence of a CMS, through email or Google Drive.

Conclusion

The use of videos in the classroom is a powerful tool for the student and the teacher. It is an opportunity for both student and teacher to learn and grow. While it can be seen as one more thing that teachers need to do, it can also be done simply. Teachers do not have to create separate videos for recorded lessons to be able to be utilized. Teachers can make the videos of the class in "real-time", which enables students to have the benefit of using video instruction, and it can provide feedback to the teacher of their instruction. In 2020-2021, video instruction was a requirement to ensure that students did not fall behind during pandemic teaching. In 2022, it is no longer a requirement, but it should be the norm in every classroom to help all students learn and all teachers grow.

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