

Handout: Continuing to Engage in Video Workshops with your Colleagues

A few tips:

Preparing for a video workshop

- **Video matters.** Having a good-quality video is critical. You should be able to see the aspects of the instruction that you want to discuss in the workshop (e.g., if you want to be able to discuss what students write on the board, the video should capture the work on the board).
- **Audio matters.** Having good-quality audio in your recordings is essential. Some teachers find that using in-classroom audio projection or having students use a microphone when they speak enhances the quality of the audio on their recordings.
- **The power of artifacts.** Artifacts, such as student work samples, can be powerful supports for the discussion in video workshops. For example, they allow for a fuller depiction of particular student thinking than might be seen in any one video clip.
- **Less can be more.** Carefully selected short video clips can be powerful in a video workshop context. Discussion can be highly focused on the evidence in the video and it is possible to go back and rewatch the clip during the video workshop when questions arise (Linsenmeier & Sherin, 2009).

Setting up a video workshop group

- **Share articles about the process of engaging in video workshops.** Our video workshop approach draws from work on video clubs. We suggest starting by reading the following articles authored by leading researchers who have designed and carefully studied video workshops.
 - Linsenmeier, K., & Sherin, M. G. (2009). Selecting video clips of student mathematical thinking. *Teaching Children Mathematics*, 15(7), 418-422.
 - van Es, E. A. & Sherin, M. G. (2008). Mathematics teachers' learning to notice in the context of a video club. *Teaching and Teacher Education*: 244-276.
 - van Es., E.A. (2010). Using video for teacher learning: Setting up a video club in your school. *Journal of Staff Development*, 31(1), 54-58
- **Methods of sharing video.** Consider ways of sharing video with colleagues that fit how often and when you want to be able to view it. For example, you may find that it is sufficient to bring your video on a laptop when you meet with your colleagues. If you find that you want to share the video with colleagues ahead or after your meeting, use services that limit access to your videos. It is better to limit access to specified individuals who need to login rather than a link that can be used by anyone. Also consider whether or not you want to allow your videos to be downloaded or not. Downloaded videos run the risk of being accessible to and usable by others down the road.
- **Tools that scaffold interaction.** Don't be afraid to use discussion tools that scaffold interaction (like conversation starters). Such tools can serve an important role in focusing the discussion. For example, you might decide to focus the discussion on mathematical practices. Acknowledge that they may seem awkward at first, but they can serve important purposes.