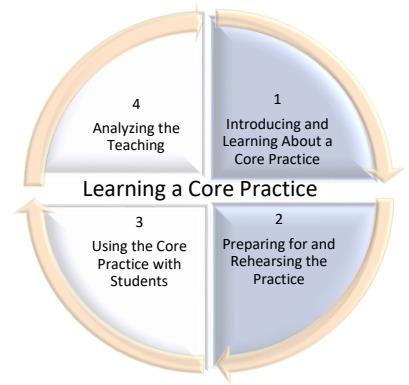


Core Practice Pedagogy: Video Extensions

Matthew Miller, Jennifer Sorensen, Dan Hanley, Allyson Rogan-Klyve, Deborah Hanuscin



What? What is this Pedagogy?

Video extensions allow preservice teachers (PSTs) to use videos of classroom teaching to a) represent teaching and to develop a common vision in common language to describe core practices; b) decompose teaching, or the ability to break down different elements of complex practice prior to integrating them all at once, and; c) approximate teaching, when a teacher educator shows a video of classroom teaching practice, pauses the video, and asks PSTs to respond in the role of the teacher.

Why? Why employ this pedagogy to support PSTs' understanding of core practices?

Video provides opportunities to engage in aspects of practice with additional support and under conditions that are target specific elements of practice and create conditions of *reduced complexity*, to make it easier for observers to notice and respond to core practices while reducing the consequences of failure.

Video extensions enable PSTs to engage in the immediate and contingent work of teaching, which is responsive to the ideas that have surfaced and cannot be preplanned in the lesson plan. It also enables PSTs to discuss the purposes behind the decisions that they make, and to help them connect techniques to purposes. Because the approximation is paired with a representation of practice, it also provides PSTs with authentic representations of students and their ideas. The discussion around the utility and impact of the instructional decisions PSTs make in the approximation is valuable in helping them develop principled decision-making inside practice.

The use of video representations with practice opportunities in this way encourages PSTs in carrying out the work of teaching. They are positioned to watch a lesson and to "pick up" where the teacher has left off in the lesson. This is different from viewing and discussing a video that has a complete beginning, middle, and end without stopping points to consider, and possibly enact, teaching "moves" that will support students' understanding.

Where?: In what context do you engage in this pedagogy?

Video extensions are best situated in quadrants one and two, as PSTs are being introduced to and are learning about a core practice and then moving toward approximating the practice with peers. Usually, this occurs within the controlled setting of a methods course. Videos used for extensions can include trade videos, videos of other student teachers, videos from content providers (YouTube, Teaching Channel, etc.) See the last page for a few helpful resources for video from content providers.

How?: How do you engage PSTs in this pedagogy?

The ways in which teacher educators structure the task of responding to video examples can differ from simply having candidates turn to a partner and say how they would respond, to more complex tasks where a teacher educator might ask candidates to gather together to plan the remaining part of the lesson and then enact the plan for the class in a rehearsal (moving from quadrant one to two in the "Learning a Core Practice" framework).

Key Considerations

- Choose video examples that offer multiple ways/pathways to respond to a teaching challenge. These examples do not have to be "perfect" examples, but rather offer opportunities to stop and consider instructional choices that will support students' learning.
- If students have the opportunity to move to a rehearsal from their instructional response, it is helpful to model this in a "fishbowl" experience, where the instructor enacts the instructional response with a small group of teacher candidates while the rest of the group observes and responds with observations, feedback, and additional possibilities to support students' learning.

Classroom Vignette

For an excellent example of how this pedagogy is used in practice, see Danielson, K., Shaughnessy, M., and Jay, L.P. (2018). Use of Representations in Teacher Education. Pages 26-31 in Teaching Core Practices in Teacher Education, edited by Pam Grossman.

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For more information contact Dan Hanley, hanleyd@wwu.edu.