

## Getting the Most from Your Videotape

If you've never seen yourself on videotape before, you may naturally find yourself paying more attention to your appearance and mannerisms than to your teaching. That's why we suggest you watch your tape *at least* twice until you become comfortable with yourself and can focus directly on your teaching. Once you're comfortable with watching your videotape, review it with a "critical eye" and answer the following questions.

Characterize your performance on each of the following items using the three-point scale provided.

- A. **Clarity of Presentation.** These items reflect teaching practices that prevent confusion and foster better understanding of the subject matter. Some of them apply exclusively to the lecture format.

	Needs Improvement	Satisfactory	Well Done
1. Provides written outline of main points for the day's class.	1	2	3
2. Regularly defines new terms, concepts, and principles when they are introduced.	1	2	3
3. Explains why particular processes, techniques or formulae are used in solving problems.	1	2	3
4. Uses concrete examples to explain concepts.	1	2	3
5. Relates new ideas and concepts to more familiar ones from the course or from student experience.	1	2	3
6. Provides occasional summaries and restatements of important ideas (especially during discussions).	1	2	3
7. Slows the pace of delivery when lecturing on complex and difficult material.	1	2	3
8. Does not allow digression from the main topic too often.	1	2	3
9. Uses audio-visual/technology to reinforce and emphasize important points.	1	2	3
10. Writing on board is organized, legible, and reflects only important material.	1	2	3

- B. **Class Structure.** The structure and organization of your class should be clearly evident on the videotape. If they are not evident, your students probably missed them as well.

	Needs Improvement	Satisfactory	Well Done
11. Clearly states the objective of the class (What students will gain from the class today).	1	2	3
12. Relates the day's materials to content from previous classes & underlying themes of the course.	1	2	3
13. Makes good use of examples and illustrations to clarify difficult content.	1	2	3
14. Summarizes major points at the conclusion of the class	1	2	3
15. Checks frequently with students to find out if they are following the logic of the lecture, discussion, or learning activity.	1	2	3

- C. **Exciting Student Interest.** Research indicates that the more engaged or involved students are in learning, the more they will remember. Students should be actively involved in the class.

	Needs Improvement	Satisfactory	Well Done
16. Provides a change of pace every 15-20 minutes to re-engage student interest (e.g., shifting from lecture to class	1	2	3

discussion or a written exercise).

17. Addresses students by name.	1	2	3
18. Uses techniques that require students to do something (write, think, discuss) in class.	1	2	3
19. Class activities are challenging, forcing students to reach above their previous level of misunderstanding.	1	2	3
20. Involves students who don't volunteer.	1	2	3
21. Observant and responsive to students who have difficulty or appear bored and disinterested.	1	2	3
22. Encourages student participation.	1	2	3

D. **Questioning Techniques.** Questioning enhances student learning in powerful ways. Questions in class challenge students to analyze and synthesize information and to exercise informed judgment.

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
23. Asks questions to determine student preparation.	1	2	3
24. Asks questions that require students to apply information or principles from course.	1	2	3
25. Asks questions that require students to exercise judgment or analysis.	1	2	3
26. Asks follow-up questions (to clarify and interpret the concepts under consideration).	1	2	3
27. Waits at least 10 seconds for a student to formulate an answer.	1	2	3
28. Responds to confusing (or wrong) answers honestly, but without insulting the students who offered them.	1	2	3
29. Redirects some student questions to other members of the class.	1	2	3
30. Repeats or rephrases student questions so that everyone hears and understands what is being asked.	1	2	3
31. Uses questions to engage students in the lecture, discussion, or learning activity.	1	2	3
32. Asks specific questions to check for student understanding.	1	2	3
33. Provides feedback to students regarding their responses to questions	1	2	3

E. **Verbal and Nonverbal Communication.** The quality of your voice and your body movements and gestures can affect the way students receive and understand information.

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
34. Voice is audible.	1	2	3
35. Speech fillers ("okay," "ah," "uhm," etc.) are not used excessively.	1	2	3
36. The pace of delivery is neither too fast nor too slow.	1	2	3
37. Voice projects the instructor's excitement and enthusiasm.	1	2	3
38. Establishes eye contact throughout class.	1	2	3
39. Moves about the classroom, but not in a distracting way.	1	2	3
40. Listens carefully to student comments and questions.	1	2	3

If you are like most instructors, you'll see yourself doing some things on the tape you really like. What are they?

If you are like most instructors, you'll see yourself doing some things on the tape you really *don't* like. What are they? What concerns do you have?

What 1-2 things do you really like about your teaching?

What 1-2 things would you like to change about your teaching?

What are the most important issues to emerge from this review that you would like to discuss with the instructional consultant or your TA supervisor?