

## Video Recorded Teaching Requirement

The assignment for participants to video record themselves in a teaching situation has been a staple of the Certificate since its inception. The purpose of this requirement is for you to watch yourself in a teaching situation and reflect on how you teach. This self-observation is crucial to gaining insight into your own habits and practices as a teacher, and to better understanding classroom dynamics when you teach.

To meet this requirement, you must:

- 1) **Video record yourself teaching a class.** If you are currently teaching a course, you can simply record one of your classes. If you are not currently teaching a course, you might approach your mentor or one of your colleagues about guest-lecturing in one of their courses. The lesson should be at least 30 minutes of teaching time in a university setting; a full hour is better.
- 2) **Watch the recording, and share the recording with your mentor.** Both of you need to watch the recording, but you can either do this together or watch it separately before you meet to discuss it.
- 3) **Have your mentor complete the Faculty Mentor Feedback form.** Include this form in your portfolio.
- 4) **Discuss the video recorded teaching performance with your mentor.** This conversation helps you to reflect critically on what you see and to put it into a broader perspective. Your mentor can help you focus on what you do well and can make suggestions about things you might do differently in the future. Your mentor can also help you to think about the discipline-specific content of your class/lesson plan.
- 5) **Reflect on what you observe in the recording and on the feedback your mentor gives you.** Your reflection on your teaching video recording will be one of the components of your Reflection on Teaching Feedback, which will be included in your Teaching Portfolio. Some things you might focus on: what you did well; when your students seemed most/least engaged; what kinds of things you would do differently in the future; whether or not your observations were the same as your mentor's; how those observations differed (if they did); etc. (*This list of prompts for reflection is adapted from Davis; see citation below.*)

### **Logistical Considerations**

You will need to arrange for the video recording on your own; the Reinter Center does not offer video recording services for the Certificate. If you do not own a recording device, check with your department or the Instructional Media Center (<http://www.slu.edu/x30597.xml> or 314-977-2919) to borrow one. With a tripod, you can set the camera up beforehand in a single spot at the back of the room that captures most of the room and you won't need a cameraman to assist you. If you know that you will be moving around a lot as you interact with your students, think in advance about how to capture this in the video. You may also choose to use a lesson capture software, such as Tegrity, if your classroom is equipped with it. For guidance on preparing for and conducting a video recorded class, see Barbara Gross Davis's tips in *Tools for Teaching* (<http://teaching.berkeley.edu/bgd/vidiotape.html>).