

Self-Video



UNIVERSITY OF
OXFORD

Self-video is a tool becoming more widely used by teachers to develop their own practice.

The decisions teachers need to make whilst teaching are complex and multifaceted and we are not always aware of these decisions when we are making them. We often act out of habit.

Videos can be watched and re-watched allowing you to notice different aspects of your practice, and then notice opportunities to change this practice. There are also a range of frameworks to support you on focusing on different aspects of your practice or on the actions of your students².

Decisions

One of the first decisions you need to make is *what* exactly are you going to video:

- The whole lesson
- Part of a lesson
- One of your explanations
- Students working on a task
- ...



Video also enables you to focus on what your students actually say and do, and to take time unpicking what this means they might be thinking or what they might understand.

By noticing features of the practices in your videos, you become sensitized to notice these features in the future. This gives you an opportunity to act differently.

Accounts-of and Accounting-for¹

The process of separating out accounts-of and accounting-for can help to make the distinction between what you are analysing and the analysis itself.

Accounts-of involves describing as objectively as possible what you notice in the video clip.

Accounting-for involves offering explanations, interpretations and evaluations of what you are noticing.

By separating these two ways of describing what you notice, you not only enable others to recognise what it is you are describing but also you open up the potential for different and alternative explanations.

What do you want to change about your own practice?



Decisions

You also need to decide *where* you are going to focus the camera?

- On yourself
- On your board
- On a small group of students
- On one particular student
- ...



Self-Video



Mason's Discipline of Noticing is a type of action research where you focus on your own practice.

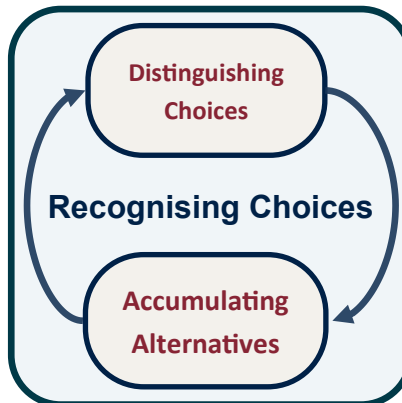
In this approach there are four interconnected types of practice:

- Systematic reflection
- Recognising choices
- Preparing and noticing
- Validating with others

It is also important that you label both the practices you notice, and the choices you distinguish.

Systematic Reflection

Collecting *accounts-of* notable events and working on them, developing your sensitivities by *seeking threads* among these accounts in order to prepare yourself to notice these events in more detail in the future.

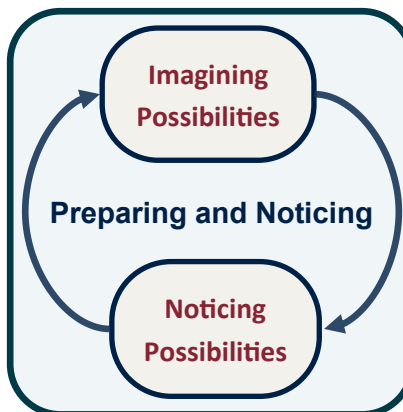


Recognising Choices

By accumulating alternative ways of acting and developing your noticing of opportunities to act differently both in your own practice and the practice of others.

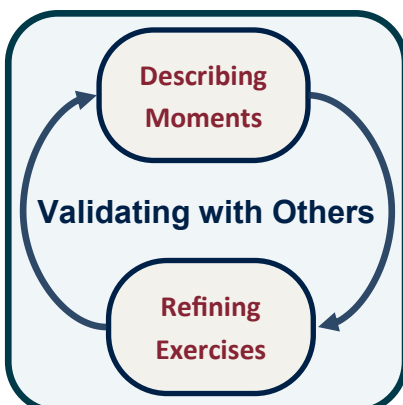
Preparing and Noticing

Imagining yourself acting in ways that you want and imagining yourself choosing to act differently to prepare yourself to act differently as you notice more opportunities to do so.



Further reading

- Mason, J. (2002). *Researching your own practice: The Discipline of Noticing*. London: Routledge.¹
- Sherin, M. G. & Russ, R. S. (2014). Teacher noticing via video: The role of interpretive frames. In B. Calandra & P. J. Rich (Eds.) *Digital Video for Teacher Education: Research and Practice*. London: Routledge.²



Validating with others

Developing your *accounts-of* notable events so you can share them in ways that mean that others can recognise the practice and can highlight issues.