Name of the course: Analysis of filmed lectures as a professional development tool for teachers

Course Code: 12920366

Instructor: Marica Babincova

Course objectives:
The use of filmed lectures in professional development is becoming increasingly popular in recent years.
The course aims to expose students to the rationale behind the use of this method and to different models and considerations for integrating films into development programs.
The course integrates knowledge of research and theoretical with practical experience in analyzing filmed segments.

Sections of study:
In the first part of the course, we will try to understand the rationale behind the use of filmed segments. Through reading literature on issues such as: What is the professional development of teachers? What are the critical aspects in effective professional development programs? And what are the main challenges in implementing these aspects? Discussion of these questions will help us understand how the analysis of filmed lectures can contribute to teachers' learning.

In the second part of the course, we will familiarize ourselves with various models for integrating filmed lectures into professional development programs, and analyze the extent and degree to which these models provide answers to the issues and objectives discussed in the first part of the course.

We will also discuss several issues related to the selection of filmed segments and their integration into teacher discussions (for example: Learning from "successes" or from "problems"? Video of a teacher from the group or a video of a teacher not known to the group?) and analyze them together.

Finally, we will try to understand how filmed lectures can serve (or not serve) as a learning opportunity for teachers. We will examine several research methodologies, and try to identify the various ways in which different methodologies handle the challenges of such research.

Requirements and grading:

Attendance and active participation - 10%

Reading of articles and preparation for each lecture - 20%

Presentation in class - 10%

Final project - 6%

Bibliography list (partial)


Ben Gurion University of the Negev  
The faculty of Social Science

Syllabus

Education Department 2007-8

Course name: Using videos to support teachers’ professional development
Course number: spring semester (course number:
Lecturer: Miriam Babichenko

Goals:
Recently videos of classroom practice have become a significant part of teachers’ professional development programs. During the course we will examine the theoretical rationale of the use of video-recordings for teachers’ learning, we will become acquainted with various models of using videos in PD programs and discuss practical and methodological issues. The course integrates acquaintance with theory and research with collaborative analysis of video-recordings in classroom.

Course Chapters:
In the first five lessons we will try to explore the rationale behind the use of videos in teacher education. We will address and discuss questions like: What is the purpose of teacher education? What are the critical features of an efficient professional development program? And what are the main challenges in achieving them?
In the second part of the course we will get acquainted with several models to incorporate videos in teacher professional development, and analyze the way these models answer the needs and aims of teacher education. We will analyze several dilemmas dealing with the choice and incorporation of videos (e.g: “best practice” exemplars or cases of “ordinary” teaching? A video case of a member of the group or of an unknown teacher?).
In the last two lessons we will be introduced to several empirical studies aiming to shed light on the way videos provide (or not) an opportunity for teachers' learning, using different research methods

Course requirements:
Attendance and active participation- 10%
Reading the articles and writing a weekly response – 20%
An article presentation- 10%
End of year work – 60%
Bibliography


