

PREVITS, JOANNE, L., Ph.D., August 2009

TEACHING, LEADERSHIP,
AND CURRICULUM STUDIES

DEVELOPING AN INQUIRY-ORIENTED APPROACH TO TEACHING THROUGH
VIDEOTAPE ANALYSIS (221 pp.)

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Constituting a mandatory component of teacher education programs, field experiences offer preservice teachers the opportunity to observe in-service teachers as well as plan and teach lessons in authentic settings; however, participating in these activities does not necessarily result in preservice teachers' developing teaching and learning competencies. One essential aspect of field experiences that constructively impacts preservice teachers is indeed the opportunity to reflect upon, inquire about, analyze, and discuss their teaching in order to enhance their practice.

The purpose of this qualitative study was to explore how preservice teachers used the seven processes (being videotaped, watching one's video, selecting a clip, providing a rationale, crafting questions about their practice, meeting in the form of a video club, and responding to exit slips) of videotape analysis to develop an inquiry-oriented approach to their teaching and learning and reflective thinking about their teaching and learning. This study was conducted within the context of a video club, a researched professional development activity with documented benefits.

A qualitative case study approach was used to describe the participation of and interactions among four preservice teachers during their first field experience where they taught lessons at a field school. I videotaped lessons taught by the 4 participants, who selected portions that were viewed during video club meetings. All participants met to

view, analyze, and discuss the video clips. Data were obtained through videotaped recordings of lessons, observations, interviews, transcripts, memos, exit slips, and artifacts.

Findings established that each of the seven processes contributed in different ways to help these participants develop an inquiry-oriented approach to their teaching and learning as well as develop their reflective thinking about their practice. The seven processes were interconnected and created a framework that helped these participants investigate their teaching and learning as well as develop their ability to engage in reflective thinking. In addition, I found that my role as a facilitator assisted in the participants' learning.

Key words: videotape analysis, video club, preservice teachers, field experience, reflective thinking, noticings