

McCOY, DAVID MARC, Ph.D., May 2005

CULTURAL FOUNDATIONS
OF EDUCATION

TEACHING TELEVISION: A QUALITATIVE ANALYSIS OF THE DISCOURSE OF
PRACTICE OF SCHOLASTIC VIDEO PRODUCTION TEACHERS (343 pp.)

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The purpose of this study was to investigate and analyze the practice beliefs of Northeast Ohio secondary school video production teachers. By exploring the meaning behind the experience of teaching technical and aesthetic skills to high school students, this research sought to unearth the teaching philosophies of an understudied population. The study focused on the choices, decisions, and intentions of teachers regarding the process of instruction. Nine video production teachers were interviewed in three focus group sessions to create an environment in which a discourse of practice would thrive and produce meaningful data. The focus group sessions were transcribed, analyzed, and subjected to a Grounded Theory methodology. The creation of a Video Production Teachers' Perceptual Beliefs Model was the outcome of the Grounded Theory analysis. This model suggested that video production teachers employed both Professed (Ideal) Beliefs and Practice (Real) Beliefs in developing their basic teaching philosophy. The findings indicated broader implications for teacher thinking and beliefs that connect theory to practice. Discussion included recommendations for further research.