

TESOL Certificate Program UCLA Extension

Videotaping & Debriefing Guidelines

Reflection & Debriefing after the Videotaped Lesson:

Name: Carl Peel

Course: Technology

Reflective teaching is an important part of improvement. Analyzing both what well in your lesson as well as what can be improved upon is essential for your growth as a teacher.

After you have videotaped your lesson and received peer reviews and instructor comments, watch it AGAIN and reflect on your own teaching.

Use the **Things to Notice sheet** as your guide.

*Use complete sentences to reflect on each key bullet point as well as each question.

TEACHING:

- The pacing of the lesson was good. The various sections/parts of it seemed clear.
- My enthusiasm, gestures and voice were fairly good.

What did you do well in this section? The basic presentation, and graphics, were good.

What is something that you want to improve on? When doing video lessons, I have an outsized fear of downtime, which leads me to feel rushed and I'll glance at my notes, which looks awkward on camera, instead of really looking at them and properly and planning my next steps in my head. Also looking at these different things with glasses with various sections makes me convey strange looks and some tortured facial expressions. Small stuff, but kind of important too.

MONITOR & ASSESS:

- The Presentation was clear.
- There were opportunities to assess informal understanding by asking questions of the students.

What did you do well in this section? Asking questions that would allow me to assess student knowledge and whether they're understanding.

TESOL Certificate Program UCLA Extension

Videotaping & Debriefing Guidelines

What is something that you want to improve on? The same, after group work, I meant to ask if everyone felt they understood the phrases their partner said, and if they felt confident they knew how to respond, by giving a thumbs up or down. But I forgot and didn't see it in my outline/notes.

HIGH QUALITY LESSON:

- The objectives and learning goals were clearly stated up front.
- The phases of the lesson were clear.

What did you do well in this section? I think I was able to keep it simple, but also teach a subject with a bit of gray area and indecision and multiple ways of responding.

What is something that you want to improve on? I need to keep the scaffolding of ideas in mind, and make sure I'm following a logical order and not getting too complicated too early. I don't think it was too bad in this, but it's something I often think of more after the fact than before.

STRATEGIES:

- I had fun modeling the phrases and role-playing as a waiter and customer.
- I think I set up a good background. Though I do worry if the background is more complicated than the lesson for students to understand.

What strategies were particularly useful? I think setting up a scenario, and building on that with visuals and role playing works well and is hopefully engaging.

What strategies might you add next time? I think I could build in more repetition to really make sure the student responses are solid and almost automatic.

MATERIALS:

- I mostly used photos and text in a PowerPoint-style presentation. This works well for me.
- Keeping the menu I used simple (a great suggestion from the instructor) helped a lot. It's instructive for everything really. Keep it a little more simple, especially for beginner level lessons, and repeat, repeat, repeat.

What materials would you add to this lesson? Even though it's a video lesson, I think bringing in physical realia could help keep things interesting. I'd also like to get better at recording the commentary, the vocal teaching part, bit by bit, and get each part right, rather than do it all as one take like it's a live lesson. Unless it is a live lesson, of course. And while the pace was fine and listening back to it, it doesn't sound like I'm rushing, when recording it, it always feels very rushed, and I want to practice to learn to slow down and take an extra few seconds to look at my notes before launching into the next section. People understand what's happening, but we act like we can't dare be seen looking at notes and creating dead space. So perhaps a little more dead space or "letting it sink in" space where students can go over it in their mind, is a material I can incorporate, or at least not fear.

TESOL Certificate Program UCLA Extension

Videotaping & Debriefing Guidelines
