

How does instructional design and video work together?

Video-based / Video-enhanced Pedagogical Practice

Although video of teaching practice has long been a part of the national discussion concerning teacher observation and evaluation (i.e., TIMSS 1999 Video Study), online video-based pedagogical practice has only recently been acknowledged in the research literature as a cornerstone for effective online and face-to-face teacher preparation and continued professional development (i.e., Archer, Cantrell, Holtzman, Joe, Tocci, & Wood, 2016; Borko, Koellner, Jacobs, & Seago, 2011; Derry, Sherin, & Sherin, 2015; Gaudin & Chaliès, 2015). Applying the most recent research in the field, the University of Florida College of Education's E-Learning, Technology, and Creative Services team develops course content rich with video-enhanced pedagogical strategies.

The College of Education faculty and staff have unique expertise in planning and implementing innovative online video-based pedagogy for improving teacher/leader preparation and professional development. Additionally, our team has worked with several educational partners to produce digitally rich lessons and other digital products, including North Carolina's Smart Start and the UF Lastinger Center's Algebra Nation project.

Motivation of online students played a key factor in the initial decisions to redesign coursework to include professional video in addition to synchronous observation video software (i.e., Guo, Kim, & Rubin, 2014). Some examples of our efforts include the implementation of synchronous and asynchronous video solutions (with annotation) for teacher observation and pre-service mentoring, embedded video of UF graduates modeling teaching best practices within our online courses, expert and practitioner interviews and case studies woven through online discussions, and targeted video demonstrations of instructional strategies for teaching students with dyslexia.

References

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