



# Learning Activity: Eyes of an Educator

## Basket 1 Exploring with Video

**Purpose:** To have your learners adopt the perspective of the educator in the video and share what they notice about what the educator does and how the children respond, and to explore alternative practices on what they might do differently.

**Materials:** We provide a video link to a teaching practice video here and encourage you to use it. You may also use other videos included in Basket 1 Exploring with Video, from the larger Media Library, or from your own collection.

 [Teaching practice video](#)

**Time:** Time will vary depending on the size of the group and your strategy for sharing out. Approximately 45 minutes. Make sure to allow enough time for learners to watch the video multiple times (at least three).

**Delivery:** Online or in-person, asynchronous or synchronous. This activity lends itself to a ‘flipped approach’ where you can send the video to learners and have them watch and draft responses on their own and use your synchronous time together to share, analyze, and think together.

If delivering online consider whether students will submit answers in a discussion forum (whole group, small group) or as a 1:1 assignment. If you use a discussion board, you can include prompts to respond to at least two other learners’ posts with a wondering or clarifying question or encouragement. If you use it as a graded assignment, we encourage you to grade it for being submitted and each question answered. This activity is best done with low-stakes and used by instructors to elicit their learners’ current understanding of teaching practices and ability to adopt different perspectives. It is also a time to model and practice providing formative feedback.

### Procedure:

1. Watch this [teaching practice video](#) at least three times. Each time you watch, consider these questions:
  - a. If you were the educator you observed in the video, what strengths might you notice? What went well and seemed effective?
    - i. How do you know? What tells you this?
  - b. If you were the educator you observed in the video, what did you notice that seemed to be a challenge?
    - i. How do you know? What tells you this?
    - ii. What else do you notice?
    - iii. What might you do differently?
  - c. Do you (as the educator) interact with some children more than others? (*or similar question to probe at implicit biases*).



2. Document your responses to the questions that you considered while watching the video. Include time stamps to help in discussion (at :02-:04 teacher gets down to their level, smiles, offers specific encouragement “you helped him?”, and gives high fives).
3. Share results in discussion board, assignment submission, or in-person. More reflection questions for synchronous discussion:
  - a. How might watching videos of your own practice support your improvement?
  - b. How could sharing and discussing this video with another educator or an instructor help the educator to recognize successes or areas for improvement?

### Formative Assessment (note to instructor)

When starting out with Video Analysis, learners commonly struggle to name specific challenges that they observe, and instead opt to offer general encouragement (e.g., “Good job! I like the activity you did.” or, “The kids look like they’re having fun.”)

In responding to learners’ reflections, encourage them to specify what successes they notice and to identify at least one specific moment where the educator could try something new or different. The learners’ early childhood experience level may determine their ability to suggest alternative practice. This is a good opportunity to connect to teaching practices you will learn about and to brainstorm as a group. This is an opportunity to help learners begin to extend what they see in the classroom to what they are learning about in higher education.

Sample instructor responses:

*You pointed out that the educator was energetic, and the children seemed to enjoy that. Can you share an example of something you noticed the educator doing that came across as energetic and engaging? How did the children respond to let you know they enjoyed it?*

*Thank you for your words of encouragement for the educator. I wonder what you noticed about this interaction that seemed challenging? Were there any moments where you might choose to do something differently?*

*I wonder what ideas you have that, if you were the educator, you might incorporate next time to make the interaction even more successful?*

*You provided a clear and descriptive link to what you specifically saw the educator do (“she raised her eyebrows and clapped her hands while smiling widely) that led you to say, ‘She was enthusiastic.’ I wonder what content we have been learning about that you might connect to what you see here? (e.g., ‘shared affect is a way to provide positive emotional support’)*

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