

Implementing Video Cases in Faculty Professional Development

The use of DVD/CD digital content supports teacher change by providing video cases illustrating reform-based principles and the complexity of teaching (Abell et al., 1996; Ball, Lampert, & Rosenberg, 1991; Goldman & Baron, 1990; Goldman et al., 1994; Lampert & Ball, 1998; Marx et al., 1998). The digital content, especially video cases, serve as a catalyst for change. In addition, researchers have found the use of digital cases to contrast lessons for analysis and discussion very effective (Goldman, Barron, & Witherspoon, 1992; Friel & Carboni, 2000; Hofwolt, 1992; Stirling, 2002). Video cases provide windows into models and dilemmas of classroom practice (Fennema, Carpenter, Franke, Levi, Jacobs, & Empson, 1996; Levin & Thurston, 1996; Levin & Waugh, 1997; Kamii, 1990; Richardson, 1990). Video cases influence cognitive processing of concepts and principles of instruction covered in the case by providing (a) rich, contextualized views of teaching and learning (Lampert & Ball, 1998), (b) practice in observing and identifying use of best practice strategies, and (c) an in depth exploration of the underlying principles (Hewitt, Pedretti, & Bencze, 2002).

Professional development researchers have found that educators favor group learning when using technology-based professional development resources (Putt, Henderson, & Patching, 1996; Stirling, 2002). However, simply having faculty engage in conversations is not sufficient to develop their capacity for substantial change. If an emphasis on collaboration and discourse is to lead to increased capacity, then it is critical that the discourse be centered on shared examples of practice. Collaborative communities of practice assisted by DVD/CD resources capitalize on the distributed expertise of local and global networks. Similar to creating classroom communities centered on “worthwhile tasks” and discourse, teacher communities or a community of practice needs to engage in practice-centered tasks. Tasks that are rich in observations, explanations, deliberations, and discussions about pedagogical practice. Supporting educators in their efforts to reconstruct their practice and providing access to reform-based materials are two core conditions of reform-based professional development.

To effectively support professional development efforts through technology-based resources, material development must integrate two strategies to attract and sustain education constituencies. The resource must contain exemplars that (a) have direct relevance to stakeholder constituencies and (b) provide experiences that surpass print-based materials. Admittedly, simply providing resources is not sufficient to catalyze change; therefore, the purposeful objective is to create and provide access to high-quality digital resources to educators in a form that is directly targeted to their teaching and learning needs and those of their students. A successful web-based model of professional development by Rodes, Knapczyk, Chapman, & Haejin (2000) found success with, as the authors validated in their research, using technologies educators are readily accustomed to, such as the Internet and DVD players. This also provides for ease of use and widespread distribution.

Explore the use of video cases to reflect and discuss how faculty implement standards-based reform and infuse technology across the curriculum. Learn about using video cases for faculty professional development. The faculty video cases are housed in an online digital video library (DVL) or available on DVD. The video cases are drawn from lesson activities in the

International Society for Technology in Education's (ISTE) National Educational Technology Standards (NETS) for Teachers publication *NETS-T: Preparing Teachers to Use Technology*. The NETS DVL translates the language of pedagogical standards into practical and specific strategies for the classroom. The NETS DVL cases present faculty modeling standards-based instruction that effectively employs technology. The DVL is supplemented with descriptive and reactive materials, including expert commentary, curriculum resources, and technology white papers. The DVL goals are to (a) give teacher education faculty quality digital content for their methods classes, (b) increase the implementation of the NETS for teachers and students to enhance instruction, (c) teach educators how to use technology by teaching them with technology, and (d) support the awareness of digital equity and access to quality digital materials.

This web poster presentation will present video cases of teacher education faculty modeling the NETS for Teachers. Presenters will (a) briefly describe the DVL case model, (b) provide a brief overview of video case research, (c) discuss video case use for faculty development, (d) present five cases from the DVL collection, and (e) provide guidelines for implementing video cases in faculty professional development.