Use of Video analysis to Enhance Faculty Teaching Performance

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Abstract: Although it has been possible to videotape teachers in their classrooms for a number of years, methods for analyzing the contents of the tapes are not fully developed. The use of formative, reflective evaluation of teaching is not commonplace among university faculty. The thoughtful development of video analyses and its corresponding reflective tools is important for faculty as teaching becomes a more important focus for faculty advancement. The instruments used here are being piloted at the University of Texas at El Paso (UTEP) and used for faculty self reflection.