# CI295/295A: Introduction to the Early Field Experience

**Around the Classroom in 360 Degrees: Using Classroom Case Studies to Illustrate Teaching *AND* Learning**

**Chrystine Mitchell**

**Development: Summer 2017  
Pilot: Summer 2017**

**Implementation: Fall 2018  
Final Report: May 2018**

## Introduction

This course is a field experience course, and discussion is the primary means to share ideas and talk about the challenges in education. Since the students only have the field placement experiences to draw from, which are very different from one another (depending on school, location, teacher, etc.), there are times that it is extremely difficult to talk about an educational or classroom scenario with understanding from all students. There are not baseline experiences from which to draw. They continue to use their own experiences to connect to their schema and make judgments about education. Pre-service teachers need the opportunity to “see” schools, classrooms, challenges together to be able to address some of the growing challenges happening in today’s classrooms. I redesigned the CI295/295A course to utilize 360-degree video case studies to discuss different educational issues and pull apart ethical considerations.

I “flipped” the classroom and created a space for the pre-service teachers to watch the 360-degree videos and reflect on the content prior to coming to class. By doing this, the pre-service teachers were able to use discussion prompts to guide their thinking about the video case study after watching the brief clips multiple times.

My goal for this TLI project was to increase students' understanding of the relationship between teaching and learning and to reflect on the content in a way that allows them to view learning from a different perspective. When we show pre-service teachers videos of educators teaching, without consideration of what the students are *actually* doing, it is like watching a football game only viewing from the perspective of what the coaches on the side of the field are doing.

## Project Design

1. I worked with Daonian Liu and Mary Ann Mengel to discuss the project goals and determine the equipment needed to record the 360-degree videos. Once the equipment was secured, I contacted local school administrators to select teachers they thought might be willing to be filmed. We needed to talk through privacy issues (related to working with minor children), and all classrooms where film was recorded included students whose parents had signed off on allowable audio/video recording (as per their school district guidelines). Mary Ann and I filmed a total of seven teachers in two different school districts, spanning K-11th grades.

2. Mary Ann then pulled the clips from the camera and posted them to a private YouTube channel so I was able to observe each of the recordings. I then selected the exact, smaller clips (2-4 min) that I wanted to utilize in my course for the summer pilot study. Mary Ann then posted them to the secure CLT site (which asked for authentication) so my students were able to view the videos. I used three clips during the summer 2017 in the CI295/CI295 course. The students were instructed to watch each of the clips at least two times, once \from the perspective of the teacher and once from the perspective of the students.

3. Mary Ann and I met again over the summer and discussed the findings from the students’ evaluations of the 360-degree videos. We also discussed the need for specific “look fors” in each of the videos. We created more structured prompts for the pre-service teachers. We also talked through the technical difficulties in terms of accessing the videos.

4. Full implementation occurred in the fall of 2017 with 19 students in the CI295/CI295A course. The video reflections were a built-in part of the course grade. We utilized seven different video clips over the semester. One of the major obstacles was whether students were able to view the videos using their technology. As a class we piloted different ways of viewing the videos. We started by having all of the students watching the first video in class. I also tried having the student watch the videos outside of class and reflect and then come to class prepared to discuss their findings. Ultimately, the students preferred to watch the videos outside of class, discuss the videos in class, and then write their reflection paper following the discussions. I surveyed the students at the mid-semester point, and then met with Mary Ann to share the findings and adapt the post-semester survey. At the completion of the course the pre-service teachers watched a total of seven videos and wrote six different reflection papers regarding the different case-study scenarios and prompts. The reflection papers were centered around the following topics/clips: a) student engagement/differentiated instruction, b) transitions and whole group teaching, c) teacher questioning, d) teaching versus learning, e) Danielson’s domains 1 & 2, and f) Danielson’s domains 3 & 4.

## Discussion

I really liked the implementation of the 360-degree videos over course of the semester. I used two of the videos in another one of my courses that focused on literacy instruction during spring 2018. The students were able to reflect on what they observed in their field placements and compare that with the information from the videos. Many of the students discussed how they found the videos to be very helpful in thinking about course content and talking through scenarios with peers. They said things like, “teaching is a collaborative process” and the “videos are beneficial for prospective educators.” As the course instructor I found that the 360-degree videos allowed the pre-service teachers to “see” things they would not have necessarily observed in the field placements, and they led to rich discussions in class about the content from the videos. There were many technological challenges along the way that still need to be ironed out so that all students can observe the videos outside of class in order to reflect before coming to class. We used different apps, web sites and scenarios to try to manage the challenges.

Overall, I am certain many faculty will be able to utilize the findings of this project to implement such technology tools to enhance students' learning, level of interest and engagement, and peer discourse.

**Recommendations**

I would highly recommend anyone wanting to utilize 360-degree videos first consult with our great CLT staff to get essential information and plan the project. I would also suggest that it is essential to watch video clips multiple times in order to determine exactly what one wants to use in class. There is SO much to look at in 360-degree video clips and multiple people are going to see completely different things, that one would want to keep the clips short and also provide “look fors” to keep them focused on something specific. I also recommend playing around with different technology and different means of watching the videos. It sometimes takes “trial and error” to get it right, so allowing flexibility will help in those challenging situations. These types of experiences are especially important when a field placement or internship of some sort is not possible.

## Conclusion

The use of the 360-degree videos proved to be effective in offering case studies to pre-service teachers. It helped students go beyond just their course readings and isolated field placements. I will continue to incorporate the use of the 360-degree videos in the CI295/CI295A courses. As a result of the positive feedback from the implementation of the videos, Mary Ann and I filmed three additional teachers in two school districts focused on literacy so I can implement more video clips with specific literacy foci into my LLED block of courses. I would like to find a solution to the technology/observation challenge. I look forward to what this technology can bring to students and their application and reflection of course concepts.

## Scholarly Outcomes

I presented this work with Mary Ann and two students at the TLT Symposium at University Park in March of 2018. I also want to pursue a manuscript with Mary Ann and the two students disseminating this work and the implications for teachers and teacher educators.

## Acknowledgements

I would like to thank the CLT team for their initial ideas and Mary Ann Mengel, in particular, for her invaluable support and help in this project.