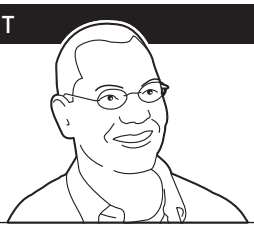
Video

PINPOINT



Asking your employees to video themselves in performance helps invest them in their own development.

Doug Lemov

Video of self or others?

Teachers tend to learn more from viewing themselves rather than others. Martyn Howe's study found teachers dismissed other teachers as experts and students as not like their own.

Cognitive overload

Even short videos can cause overload by providing too much information to process. For this reason, Ruth Clarke, expert in workforce learning, claims studies show it more effective to use still graphics than video when learning something new.

Signal-Noise ratio

When turning on the radio, you expect to hear the signal and not the noise of poor reception. The same thing applies to visual perception. Watching a video accurately is difficult because of the distracting visual *noise* of surface detail. It takes experts to see beyond this to identify the signal of key behaviours.

When you want to control the message, the best way to provide stong models is by using video to demonstrate champion practitioners at work.

Doug Lemov

Expert v. novice perception

John Bransford recounts the study where experts and novices watched the same video of teachers, but seemed to have witnessed completely different things. The experts' perception was accurate while the novices' not. The novices noticed the wrong things —the surface details. While the expert seemed to have an x-ray vision, noting deeper patterns of behaviour.

Model and describe

Doug Lemov notes that that modelling —live or on video— is insufficient to ensure accurate or comprehensive learning. *"For the novice, the model alone wouldn't do."*

The opposite —description alone— was also not up to the task. Instead, and no great surprise, we should combine both.

Call your shots

Call-your-shots comes from billiards where you have to announce which ball you are aiming for. Teachers should do the same thing before modelling argues Lemov, stating that:
"The real danger in using modelling without calling your shots is that it could start the cycle of practice off incorrectly, with the learner practising the wrong things —something peripheral or even detrimental to success."

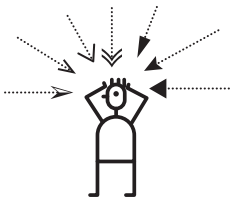
Learning how to see

Martyn Howe's MA thesis on video in teacher development noted that *"Professional vision and the ability to notice can be developed over time through supported analysis of video."*

Video enhanced by HOW2s

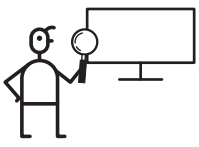
Call your shots

Looking through the relevant HOW2 before watching a video of another teacher, helps you know what to look out for. It's a super call-your-shot mechanism.



Handle cognitive overload

The high Signal and low Noise of a HOW2 gives you a deep understanding of the technique, helping avoid overload when seeing the technique applied in classrooms on video.



Develop expert perception

When you look at a HOW2, you see like an expert — beneath the surface to the key actions. This trains you to watch teaching videos with a keener perception. And learn more from them.

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