Report on Virtual Teaching Vignettes at the University of the Western Cape
Cape Town, South Africa
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Introduction

The purpose of the project was to provide examples of high quality teaching for pre-service teachers at the University of the Western Cape. Because of the large number of students needing placements and because transportation to schools is difficult, many pre-service teachers never see excellent teaching. To address the issue of seeing quality instruction, a project was devised to provide examples of lessons being taught by highly skilled teachers. The project called, Video Teaching Vignettes (VTV), was conceived by the author and the Dean of the Faculty of Education at UWC, Zubeida Desai, with the assistance of Shafiek Dinie, lecturer in the Faculty of Education.

The project began with video recording exemplary primary and secondary school lessons in Western Cape schools. We then edited the videos and wrote a discussion guide. Next we showed the videos to classes of pre-service teachers. We then used the discussion guide to help the students analyze the pedagogical methods the teacher used. We went through this process with approximately 150 first, second and third year students and then evaluated both the methodology and the outcomes.

Purpose and Description of Implementation

Four vignettes were produced: two in English – “Colours” and “Geometry”; one in Afrikaans – “Potensiaal Energie” (“Potential Energy”); and one in isiXhosa – “Ukufunda” (“Reading”). The vignettes have been stored digitally for use by any UWC instructor. Each vignette has a guide that is printed and accompanies the CD of the vignette; the guide is also available electronically. All VTVs are available as a resource for the UWC education program as well as other teacher education programs in South Africa.

UWC education faculty used VTV in classes for students in years one, two and three in the fall of 2009. UWC faculty member Shafiek Dinie and the author presented the video and led the discussion for all of the classes that participated in the study. We showed the English videos “Colours” and “Geometry” to the students and led a discussion based on the guide. At the end of the semester students who had participated filled out a questionnaire. The data from the questionnaires were collected and analyzed. The analysis focuses on the effectiveness of the vignettes and the discussions. The results provide guidance for other IWC faculty to use the videos in their classes. Since the initial implementation and evaluation of the videos in the fall of 2009, faculty members have continued to use the vignettes in their classes.

Issues with Traditional Observation Visits to Schools
At UWC, all students in their first, second and third years are required to make visits to primary or secondary schools each term. Placing more than 400 students in schools with good teachers is a very difficult task. The chances of most students being placed with an excellent teacher are remote. In the traditional model of school visits, a university staff member sets up the visit for the student or the student organizes a visit from an approved list of schools. When the student arrives at the school, the principal usually places the student in the class. Nothing guarantees that the student will see a highly skilled teacher. In some cases, the student is assigned to a teacher who may practice very poor teaching methods. In addition, teachers are very busy with the learners in their classrooms and they have little, if any, time to talk to a pre-service teacher about what the student has observed and the purposes underlying their teaching strategies.

When the students return to the university classroom after having visited the primary or secondary school, they all have had different experiences in the schools. And it is often difficult for the university instructor to determine whether or not the student has adequately evaluated the teacher. It is possible that students confuse good discipline of the learners with good instruction. The two are certainly related, but they are different; teachers can have good discipline and not provide good instruction. The Virtual Teaching Vignettes address these.

Creating and Using the Vignettes

VTVs are designed to provide examples of effective teaching for university students to view and discuss. Shafiek Dinie of UWC’s Faculty of Education and Robin Botes, Circuit Team Manager-Circuit Four Metro East Education District for the Western Cape, with recommendations from principals, selected the Western Cape teachers to be video recorded. Lessons were recorded for a standard school period of approximately 45 minutes and then edited into a shorter segment. The video was then shown to the university students; a discussion followed. The faculty member used the guide that accompanies the video to lead the discussion to help the students understand the strategies the teacher used and the strengths and weaknesses of the lesson. The fact that the students all saw the same lesson, as opposed to each student seeing a different lesson, meant that a more focused and coherent discussion could take place.

Results of the Use of VTVs During Fall Semester 2009 at UWC

The initial results from the VTV implementation were generally positive. One hundred and sixty eight students answered the survey. This represents approximately 1/3 of the total students who viewed and discussed the VTVs. Of the students who responded 81% were 19 to 24 years old and 92 % of the students had no previous experience teaching. When asked if the VTVs provide ideas to “improve your teaching, 98% of the students reported ideas that could improve their teaching. The students valued both the video and the discussion as 93% of the students reported that they had learned new strategies from participating in the VTVs. The results were also encouraging in that 96% of the students
felt that the VTB experience would assist them in future observations of teachers. The information and charts that follow provide specific results.

**Ideas to Improve Your Teaching**

98% of students reported ideas to improve their teaching
Value of Videos and Discussions

New Teaching Strategies Learned

93% of the students reported learning new strategies
Will Use Strategy in Future

- Yes: 63%
- Maybe: 25%
- No: 12%

Assist You in Observations of Teachers

- Yes: 96%
- No: 4%
Appendix A
Discussion Question Sheets
• VTV Discussion Strategy, 2+2
• Colours
• Geometry
• Ukufunda
• Potensiaal Energie

Appendix B
• Meetings, School Visits and Additional Activities
Discussion Sheet for Colour Lesson
Video Teaching Vignette (VTV)^

After watching the video, Geometry Lesson, divide into pairs and discuss the questions below. When you have finished discussing each item, please be prepared to share your answers with the entire class.

A) Name two strategies you believe that were positive about the lesson and describe why you believed these strategies were positive?
   1) 
   2)

B) Name two strategies the teacher could use to improve the lesson and describe how the strategies improved the lesson?
   1) 
   2)

C) Identify when the teacher adjusted a teaching strategy based on feedback from the learners.
   ○ 

   Was the adjustment effective?
   ○ 

D) Name all the ways the teacher gained the attention of the learners.
E) Identify at least one strategy the teacher used when learners were working at their projects? Explain why the strategy was successful or not successful.

F) When the learners were working outside, the teachers said, “Call Johnny, I think he has suffered enough.” Evaluate how Johnny was handled when he was allowed to come back to the group after sitting alone in the classroom?

G) How did the teacher handle learners finishing at different times?

H) Describe a possible “next lesson.” Explain why your lesson would be a good follow up.

* Developed by Hoagland C and Dinie S. 2009
Discussion Sheet for Geometry Lesson
Video Teaching Vignette (VTV)*

After watching the video, Geometry Lesson, divide into pairs and discuss the questions below. When you have finished discussing each item, please be prepared to share your answers with the entire class.

1. Name two strategies you believe that were positive about the lesson and describe why you believed these strategies were positive?

2. Name two strategies the teacher could use to improve the lesson and describe how the strategies improve the lesson?

3. At various times the teacher said “hello” to get the learners attention.
   a. Was her action successful?
   b. Give another option the teacher could have used to get the learners to pay attention.
   c. What are the advantages and/or disadvantages of the option you suggested?

4. Identify a positive or a negative strategy the teacher used when learners were working at their desks and give one or more reasons for the basis of your choice(s). Carl Hoagland

5. Describe a possible “next lesson.” Explain why your lesson would be a good follow up.

6. List any other issues that you noticed is this Video Teaching Vignette, Geometry Lesson.

* Developed by Hoagland C and Dinie S. 2009
Imboniso yokufundisa

Iphepha lengxoxo lesifundo ______________________

Emva kokubukela ividiyo, ________________ zahluleni nibe ngababini ukuze nixoxe le miyizo ingezantsi. Nakugqiba ukuxoxa umba ngamnye, zilungiseleleni ukwabelana neklasi yonke ngeempendulo zenu.

A) Nika iindlela zokufundisa ezimbini okholelwa ukuba ziqhubekangekilele kwesifundo esi, ucacise nokuba kutheni ukholelwa ekubenzi ezi ndlela zihambelwe ngendlela eyiyo.

1) 
2) 

B) Nika iindlela ezimbini ezinokusetyenziswa ngutitshala ukuphucula isifundo, uze ucacise ukuba ezi ndlela zisiphucula njani isifundo.

1) 
2) 

C) Nika zonke iindlela athe utitshala wadlwengula ngazo umdla wabafundi.


* Developed by Hoagland C., Dinie S. and Nomlomo V. 2009
Bespreking Papier vir Potensiaal Energie

Video Onderrig Vignette (VTV)

Na kyk die video, potensiaal energie, verdeel binne-in pare en bespreek die vrae onder. Wanneer jy klaar is bespreek elk(e) item, asseblief wees voorbereid om te deel jou antwoorde met die volle klas.

1. Name twee strategieë u glo dat was positief omtrent die les en beskryf hoekom u geglo hierdie strategieë was positief?

2. Name twee strategieë die onderwyser kan gebruik om te verbeter die les en beskryf hoe die strategieë verbeter die les?

3. What het die onderwyser doen om te kry die leerders aandag.
   a. Was haar aksie suksesvol?
   b. Give 'n ander opsie die onderwyser kan het gebruik om te kry die leerders om aandag te skenk.
   c. What is die voordele and/or nadele van die opsie u voorgestelde?

4. Identify 'n positief of 'n negatiewe strategie die onderwyser gebruik wanneer leerders het gewerk tot hul lessenaars en gee een of meer redes vir die basis van jou keuse(s). Carl Hoagland
5. Describe 'n moontlik “next les. ”verduidelik hoekom jou les sou wees 'n Goeie volg op.

6. List enige ander kwessies dat jy opgelet is hierdie video onderrig vignette, potensiaal energie. ...

□ Ontwikkel deur hoagland c. , dinie s. 2009 ...
Meetings, School Visits and Additional Activities

Harold Herman, Senior Lecturer (3/15)
- Orientation to Cape Town

Shafiek Dinie, Lecturer (3/16)
- Discussed project
- Discussed work in St. Louis
- Discussed schedule

Zubeida Desai, Dean (3/16) and approximately 6 meetings from July to Dec 2009
- Set appointments
- Initial discussion of project

Zubeida Desai and Shafiek Dinie supper meeting (3/25)
- Discussed the nature of the project
- Discussed ways of implementing
- Discussed activities I would be engaged in upon return in July

Clarence Williams, Director: Advanced Programs (3/16)
- Principal preparation
- Possible online program

Gasant Gamiet, Senior Officer (3/16)
- Oriented to Technology available

Jan Persens, XXXXXXXXX (3/16) & (12/8)
- Discussion of project
- Discussion on two way video (UM Universities and UWC)

Robin Botes, Circuit Manage for the Western Cape (3/16) and approximately 6 additional meetings from July to Dec 2009
Graduation ceremony at Cape Peninsula, University of Technology, Autumn Graduation (3/25)
- Graduation of the Business majors

Harold Herman (3/26)
- Discussed project and return in July and approximately 3 additional meetings from July to Dec 2009

Mr. Gasanat Gamiet (3/26)
- Discussed the use of technology in the classrooms

Dr. Thandi Ngcobo
- Discussed the need for videos in isiXhosa

School Visits- Primary and Secondary Schools in the Western Cape

School Visit: Littlewood Primary School (3/19/2009)
- Mrs. R.C. Latief, 3rd Class at Littlewood Primary School
o This was a lesson on the primary colors. The students received a short introduction to primary and secondary colors and then engaged in a tie dying activity.

• Littlewood Primary School
  o The science lesson in Afrikaans was about the parts of a sandwich. After a short question and answer session the students put the sandwiches together and then wrote down all the Afrikaans words that described the sandwich.

• Littlewood Primary School
  o The Afrikaans lesson was about apartheid. Students looked at political cartoons and discovered the through a question and answer session discovered the meaning of each cartoon. This was followed by a series of activities.

• Littlewood Primary School (3/20/2009)
  • Miriam Pietersen’s Class at Littlewood Primary School
    The Afrikaans lesson was about potential energy. The terms for potential energy were discussed and listed on the board. The student then built a helicopter that demonstrated potential energy. This activity was followed by a writing assignment and a self-assessment.

  • Ms Dawn Alcock’s Class at Irista Primary School
    o The English lesson was about the family. The relationships and emotions in the family (love) were discussed.

  • Mrs. Meissenheimer’s class at Irista Primary School
    o The class was

  • Mr. Van DeMerve at Irista Primary School
    o The English/Afrikaans lesson was on taxes. He covered indirect and direct taxes and made the point that taxes provide services.

School Visit: Serepta Primary School (3/23/2009)
  • Mrs. Stephanie Wyngaard Class at Serepta Primary School
    o The Afrikaans lesson was about the numbers and counting. Mrs. Wyngaard divided the class into three groups after an initial lesson.

  • Mr. Diane Hoffman at Serepta Primary School
    o The Afrikaans lesson was about letters and words. The students practiced letters and their sounds in a large group and then worked with clay to make the letters and words.

School Visit: De Kielen Primary School (3/24/2009)
• Mr. Robert Van Eden Class at De Kielen Primary School
  o The lesson in English was about the types of soil and types of energy.
• Mr. Van DeMerve at De Kielen Primary School
  o The English Lesson was about geometry. The class described three-dimensional shapes and two-dimensional shapes.

School Visit Yomelea Primary School (3/24/2009)
• Mrs. Agnes Ntaba at Yomelea Primary School
  o The Xhosa lesson was about

School Visit Isiphiwo Primary School (3/24/2009)
• Mrs. T.M. Mangwane at Isiphiwo Primary School
  o The lesson was about word recognition. Mrs. Mangwane read a story and then had the children identify words.

Additional Activities

Classes Taught
Seminar for Masters of Science Students (3/xxxxx)
Classes for VTV, 1st year, 2nd year and 3rd year students (7/09-9/09)
Guest instructor for Dr. Beverley Thaver’s Class (8/09)

Faculty of Education Seminars
Teacher Preparation in the Missouri and Wisconsin – Carl Hoagland and Ellen Eckman (8/09)
Virtual Teaching Vignettes, Carl Hoagland and Shafiek Dinie, 12/xx

Conference Presentation
SACHES Annual Conference 2009, Stellenbosch, South Africa, Using Video Lessons of Primary School Teachers for University Teacher Training, Carl Hoagland
University of Missouri – St. Louis, Shafiek Dinie, University of the Western Cape