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Video Study Groups at FIT

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Video study groups can provide valuable professional development opportunities for teachers. In a video study group, recordings of taught lessons are used to stimulate shared reflection on classroom practices. The participants systematically peruse the recordings of themselves and the other group members in action in the classroom. They construct pedagogical meaning of classroom events thereby increasing their capacity for reflection and methodological competence.



Conducting video study groups as part of faculty development

is not a new idea. For instance, Tochon (1999) expresses their usefulness for educators. With support from the Teaching Institute, Lasse Savola (Science and Mathematics) has conducted two video study groups at FIT. Here is what some of the participants had to say:

“The video project that Professor Savola conducted was a valuable vehicle for enabling instructors to discuss and examine issues involved with effective teaching.”

The first part of the project involved filming instructors during live classroom situations. He filmed my class and observed my teaching in a very non-intrusive manner, and was able to

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Celebrating Lunar New Year: YEAR OF THE TIGER

In January 2010, the U.S. Postal Service continued its celebration of the Lunar New Year series of stamps. Kam Mak, Illustration, has been commissioned to submit a series of 12 stamps—one for each month. The Year of the Tiger (February 14, 2010—February 2, 2011) is the third in the series that will continue through 2019. Kam chose to focus on the many different elements of the Chinese culture that he grew-up with. Instead of drawing the various animals of the zodiac, he represented this New Year with the narcissus flower. The flower, considered auspicious at any time of the year, is especially appropriate at this



time of renewed hope for the future. Kam said, “As a young boy, my grandmother told me if the narcissus flower blossomed exactly on the day of the New Year, we would have luck and good fortune for the ensuing twelve months. The sweetest fragrances of the narcissus flower will always trigger all the wonderful memories I have for the lunar New Year holiday.” The narcissus flower represents good luck and fortune, while the tiger is a sign of courage.

Preceding the lunar stamp series, the USPS released a pair of post card stamps featuring Kam’s illustration of the koi fish.

What is your Chinese zodiac sign? To find out, see page 4.



Stamps designed by Kam Mak

Student/Faculty Technology Roundtables

Thanks to a Student/Faculty Corporation grant, the CET sponsored two Student/Faculty Tech Roundtable luncheons, one in fall 2009 and one in spring 2010. These important student/faculty dialogues addressed how students feel about the integration of diverse technologies into the teaching and learning process. About thirty students and ten faculty participated at each event, a total of over eighty participants. Faculty all agreed that the findings were often surprising.

Pre-determined questions were discussed at each worktable. These ranged from how teachers use PowerPoint presentations, to issues of privacy in social networking to the course management system, Angel. The CET hopes that the findings from these events will help us examine how we use technology in the classroom and will better inform our teaching. This project will be presented at

2010 and at the national Campus Technology Conference in Boston, scheduled for July 2010.

If you'd like to learn more about these events and listen to the audio of the students' reports, please visit the CET department website at <http://www3.fitnyc.edu/cet/> and click on Projects and Grants. The Roundtables are in the drop-down menu. (See Page 3 for more pictures.)



Janice Robertson, History of Art and Karen Pearson, Science and Mathematics, facilitate at the fall 2009 Tech Roundtables.

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effectively capture the interaction in my class. This was important because much of what makes instructors effective is how they interact with their classes. It was especially rewarding to me to see the way this happened in my class.

Aside from this valuable footage, a second part of the project involved discussing these video sessions with others who were also filmed. Using this footage to motivate instructors to explore common issues and concerns about pedagogy and instructional practices worked well. "With Professor Savola moderating these discussions, we usually spent very little time actually viewing videos. More time was spent examining common issues we all face in the classroom made evident by the videos at hand."

"The video study that I participated in was a fantastic experience that I hope to be a part of again in the future. I believe every single professor learned something about themselves through seeing their teaching on screen. There were many other benefits to partaking in this project. Those involved had the chance to interact with profes-

sors outside their own department. We all had the chance to not only learn more about our teaching but think about how others teach and handle certain situations. We also read literature on video clubs, which opened my eyes to this process. The passion for this project from the organizer, Professor Savola, was evident and made the participants excited to be involved."

"I thought the video sessions were very helpful. Indeed they show the differences in how each of us maneuvers across the room, focuses on different aspects and how we elicit responses. I think that it would be extremely helpful in filming other colleagues to obtain more examples. As such, we can use this information to help guide other faculty, especially new teachers who may have limited teaching experience. We may think we know it all, but we don't. We can always learn something new."

"I truly enjoyed the opportunity to participate in your Videotape/Discussion Sessions. It was extremely humbling to see and hear myself on tape and helpful to observe my classroom demeanor and

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FIT students join faculty members, Deborah Beard, Michael Cokkinos, Eileen Karp, Kam Mak, Elaine Maldonado, Sandra Markus, Janice Messinger, Madeleine Mayerson, Jeffrey Riman, Alvin Rogers, Robert Vassoletti and Calvin Williamson to discuss the usefulness of social websites, online learning, Angel and what makes an effective PowerPoint presentation. Also participating in the March 2, 2010 event were Vice President Gregg Chottiner, Dean Dympna Bowles and James Pearce, IT.



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interaction with the students. It was also very enlightening to view the tapes of the other participants and to discuss our observations of, and with, one another in an informal, collaborative environment. I particularly enjoyed observ-

ing colleagues from other academic disciplines and the opportunity to learn new techniques to apply in my own classroom. I look forward to continuing our dialog in the fall and am delighted to be one of the first to participate in this endeavor. Thank you for including me and please keep my on your list of willing participants in the future!"

Seeing oneself in action in front of the classroom was an eye-opening experience for all of the participants. Hearing the multiple viewpoints has

helped generate a broad analysis of the recordings. The participants were very thoughtful in the comments, and collectively their contributions amounted to more than the sum of their parts. The participants became better at observing themselves objectively and putting themselves in the role of the student. The most effective teachers understand the cognitive processes of their students, and studying classroom recordings can help teachers reach higher levels of such understanding. Sharing these kinds of reflective experiences on a continuous basis can provide a "short cut" to masterful teaching. It can be especially effective with new faculty. Of course, meeting only a handful of times will not produce miracles, but it has shown us that collaboratively reflecting on classroom videos can improve teachers' professional vision.

If you are interested in learning more about video study groups, please contact Elaine Maldonado, CET at 7-4062 or email Elaine_Maldonado@fitnyc.edu.

What year were you born in the Chinese zodiac calendar?

Rat	1912	1924	1936	1948	1960	1972	1984	1996	2008
Ox	1913	1925	1937	1949	1961	1973	1985	1997	2009
Tiger	1914	1926	1938	1950	1962	1974	1986	1998	2010
Rabbit	1915	1927	1939	1951	1963	1975	1987	1999	2011
Dragon	1916	1928	1940	1952	1964	1976	1988	2000	2012
Snake	1917	1929	1941	1953	1965	1977	1989	2001	2013
Horse	1918	1930	1942	1954	1966	1978	1990	2002	2014
Sheep	1919	1931	1943	1955	1967	1979	1991	2003	2015
Monkey	1920	1932	1944	1956	1968	1980	1992	2004	2016
Rooster	1921	1933	1945	1957	1969	1981	1993	2005	2017
Dog	1922	1934	1946	1958	1970	1982	1994	2006	2018
Pig	1923	1935	1947	1959	1971	1983	1995	2007	2019

Angel with Jeffrey Riman

Faculty requests for training this (spring 2010) semester has exceeded demand more than anytime since its launch in August of 2007. More than a third of FIT is now using Angel everyday for traditional, online and blended learning classes.

In addition, Angel groups are being created for numerous committees and clubs throughout the school. In order to better support faculty efforts with their students, we are now training tutors in the Academic Skills Center. Students having problems using Angel will be able to seek out help from a tutor.

We encourage faculty who have not yet learned Angel to check out the CET calendar at <http://www3.fitnyc.edu/cet/calendar> or drop by the CET in Room B502.

Teaching Institute Updates:

Do you have a project or a conference you would like to attend? There's still time to apply to the Teaching Institute for funding. The final deadline date for this academic year is April 19, 2010. Please allow two weeks from that date for the approval period.

This deadline applies to projects through September 2010.

For more information, contact Celia Baez, 7-4064, or pick up an application in Room B502. The guidelines can also be downloaded at:

<http://www3.fitnyc.edu/cet/teachinginstitute.htm>