

Evaluating Pre-service Teaching Experiences and Student Reflections with iMovie Technology.

Debra Allyn and Karla Zhe
University of Wisconsin – River Falls
410 S. 3rd St.
River Falls, WI 54022

debra.a.allyn@uwrf.edu
karla.k.zhe@uwrf.edu

The purpose of this session was to explain the development, process, and use of innovative technology in the evaluation of pre-service teacher preparation experiences. The presenters provided: 1) a brief description of the traditional assessment methods, i.e. videotapes, lesson plans, and written reflections, 2) the criteria and teaching strategies for developing the technology based student reflections of the teaching experience, and 3) the procedures for creating the iMovie.

This session introduced an innovative method of assessment for pre-service teachers. The presenters briefly reviewed a traditional method of assessing pre-service teachers in physical education. The method included lesson plans, P-6 pre-service teaching in dance, assessment via videotape, and written self-reflections. This evaluation process of the pre-service teaching experience was cumbersome and labor intensive for the evaluator. The presenters then demonstrated an innovative technology based assessment strategy utilizing iMovie.

The objective of this assignment for the professor was to develop a more succinct and authentic method of assessment of the pre-service teacher. The objectives for the students were to increase critical thinking and improve as a reflective practitioner. This process required the students to assume more responsibility in the evaluation of their teaching.

Criteria for the assignment detailed what was to be included in the reflective iMovie; title, subtitle, a positive teaching moment with a reflection; and a negative teaching moment followed by a reflection. Both reflections were to be tied to a lesson plan objective and evidenced by student behavior.

The instructor demonstrated the applications of iMovie in a computer lab. The tutorial for the software program allowed each student, with a computer, to manipulate clips and become familiar with the software. The class training session was conducted in a 50 minute class period. The original teaching was recorded on VHS format, and then converted to digital format.

The pre-service students were required to review their teaching with a critical eye to identify the students' behaviors which supported a positive teaching experience and an experience that the student "wished hadn't happened". After lengthy review of the teaching experience the student then made a decision regarding the two examples of the teaching moments. The student then composed the narrative that would explain and accompany the visual portion of the iMovie. Once all of this was completed the student proceeded to creating the iMovie.

Overall the technology component of this assignment proved to be "user friendly". The average time to produce the iMovie was about 30-45 minutes for each student. Having the behaviors identified on the tape and the text for the reflection composed before creating the iMovie kept the technology efforts to a minimum.

In reviewing this process we found most students were able to meet the requirements, and some students went beyond the technology requirements for this assignment. Technology based assessment is more efficient, less cumbersome and less time consuming for the professor. The technique also increased student involvement and responsibility in the assessment process.