SAGE video
Bringing teaching, learning and research to life

Education
Teaching with Interview Video
Content Type

Interview videos include a leading academic in the field talking about a subject for 40–45 min or showcase an academic or practitioner talking about their experiences in a given field and/or observations on trajectories. These videos are segmented into 13–15 questions, topics, or chapters. Learners hear viewpoints of a key academic in their field of study; often these will be academics cited in textbooks they are using or journal papers they may be recommended to read. Using interview videos may support learners’ experience in hearing different expert voices on academic subjects and help them learn key concepts.

Ten Best Teaching Practices

http://sk.sagepub.com/video/ten-best-teaching-practices

In this interview, Dr. Donna Walker Tileston presents ten best teaching practices. These practices are adopted by Dunbar Middle School and used in the curriculum to improve students’ progress and teachers’ morale. The video shows how teachers implement these teaching practices.

Suggested Courses or Topics

This interview can be used in nearly any teacher preparation course where students are learning how to navigate the teaching profession. This interview can especially be very useful to show some specific strategies to effective teaching to prospective teachers during their field experience or student teaching. Course examples might include:

- assessment,
- classroom organization,
- behavior management for improving academic and classroom behavior,
- classroom management,
- learner engagement, and
- teaching strategies.

Specific to the SAGE taxonomy of education, suggested topics are as follows:

- 21st century learning,
- classroom organization,
- student engagement and motivation,
- motivation & learning,
- student behavior, and
- high school teaching methods.

Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- Chapter 1: Creating an Environment that facilitates learning. Clip 0:00 – 6:31.
- Chapter 2: Differentiating with a variety of teaching strategies that address different learning styles. Clip 6:32 – 13:11.
- Chapter 4: Teaching for long term memory is a primary goal. Clip 19:22 – 27:19.
- Chapter 5: Constructing knowledge through higher level thinking processes. Clip 27:20 – 33:35.
- Chapter 6: Collaborative learning is an integral part of the curriculum. Clip 33:36 – 40:10.
- Chapter 7: Bridging the gap between all learners, regardless of race, socioeconomic status, sex, or creed. Clip 40:11 – 46:13.
- Chapter 9: In-depth understanding that leads to real world practices. Clip 52:38 – 57:04.
- Chapter 11: Putting it all together. Clip 1:01:58 – 1:03:32.
**Research Assignment**

See below for example assignments which you might use for students

1. Reflect on the ten teaching practices that are showcased in this video. What are your strengths? Why are they considered strengths? Give specific examples. What are your weaknesses or areas for improvements? What practical steps can you take so you can improve on these areas of weaknesses?

2. The video shows a segment “Teaching for Long-Term Memory” (Clip 22:36 – 22:57). Take a lesson that you will teach or have taught and come up with strategies that help students retain the content through the five senses so that the content is stored using the five memory pathways.

**Classroom Discussion**

Here are some examples of questions which might be used for in-class discussion.

1. Dr. Donna Walker Tileston states that the goal with kids from poverty is to build resilience, and it is resilience that helps a person be successful (Clip 3:02 – 3:45). Do you agree or disagree with this statement? Why? How might this compare with the “growth mindset” thinking?

2. There are many strategies that Dunbar teachers use in this video. What are some strategies that you’d like to use and why? How will you use them specifically and how will it deepen students’ content knowledge?

3. When students come into the classroom with deficient knowledge and/or skills, what should we do as teachers? How do we intervene? Which instructional practices make the most difference in student learning?

4. Dunbar’s principal mentions attribution theory (Clip 45:28). What is it?

5. How does Jensen’s Four Stages of Understanding (i.e., starter knowledge, relational knowledge, global knowledge, and expert knowledge) (Clip 53:39 – 57:02) compare with the Depth of Knowledge Framework and/or Bloom’s Taxonomy?