

Overview

In education, video records of practice (VROP) of classrooms are commonly used as instructional resources for professional education as well as for research purposes. Education-focused repositories collect and curate these video records of practice to provide “detailed documentation of teaching and learning” (Bass et al, 2002, p. 79). Supplemental data – e.g. classroom artifacts – are often included with these videos as classroom artifacts providing additional context for the recorded events (Mace et al, 2007).

Supplemental data include:

- Student work
- Seating charts
- Lesson plans
- Transcripts
- Lesson materials (e.g. textbook pages, homework assignments)
- Classroom photographs

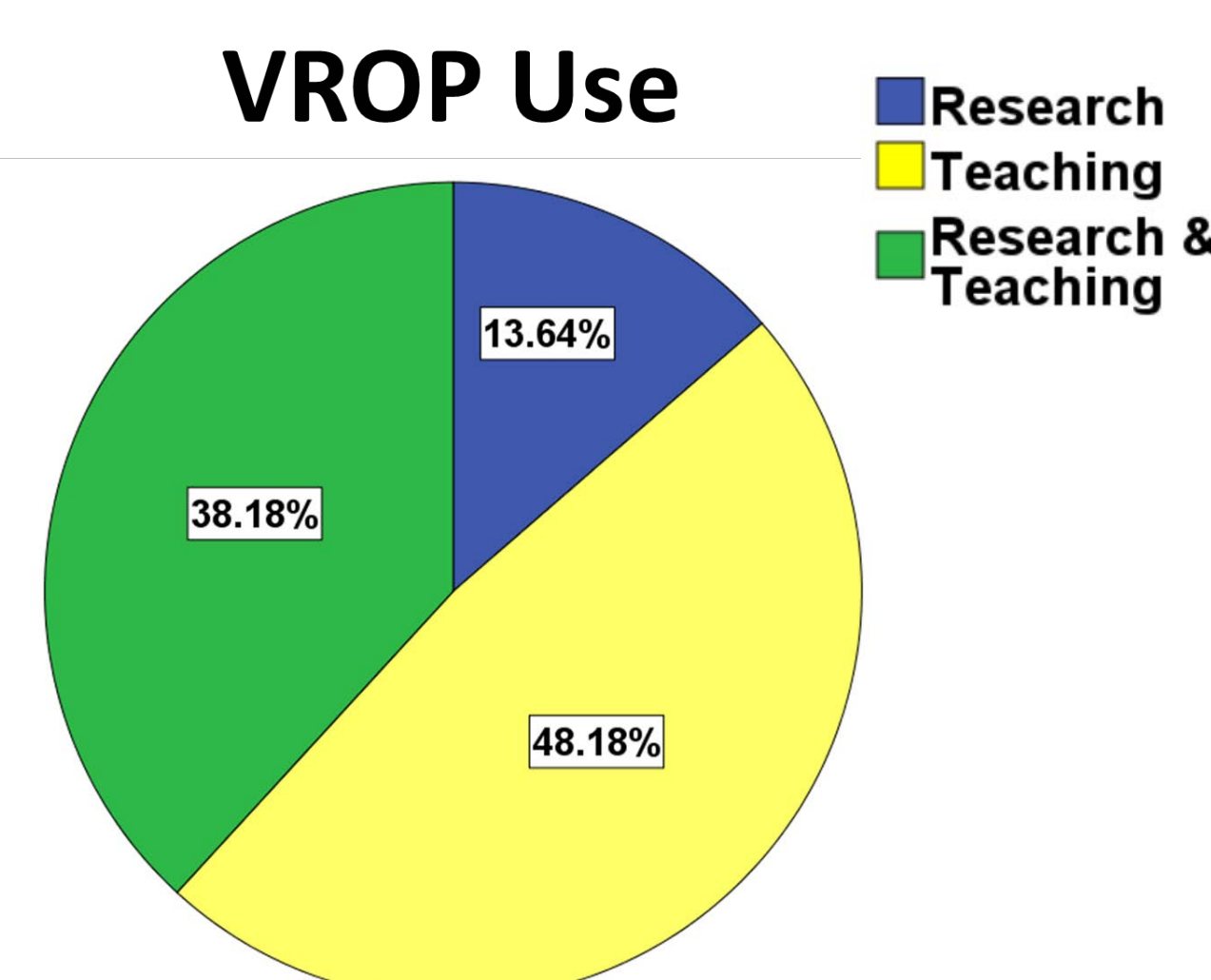
Research Questions

- Are there patterns in supplemental data usage among researchers, teachers, and those who use video records of practice (VROP) for both research and teaching?
- Is there a correlation between research and/or teaching objectives and supplemental data re-use?

Methodology

Surveys of 3 education data repositories conducted from July 2015-November 2016:

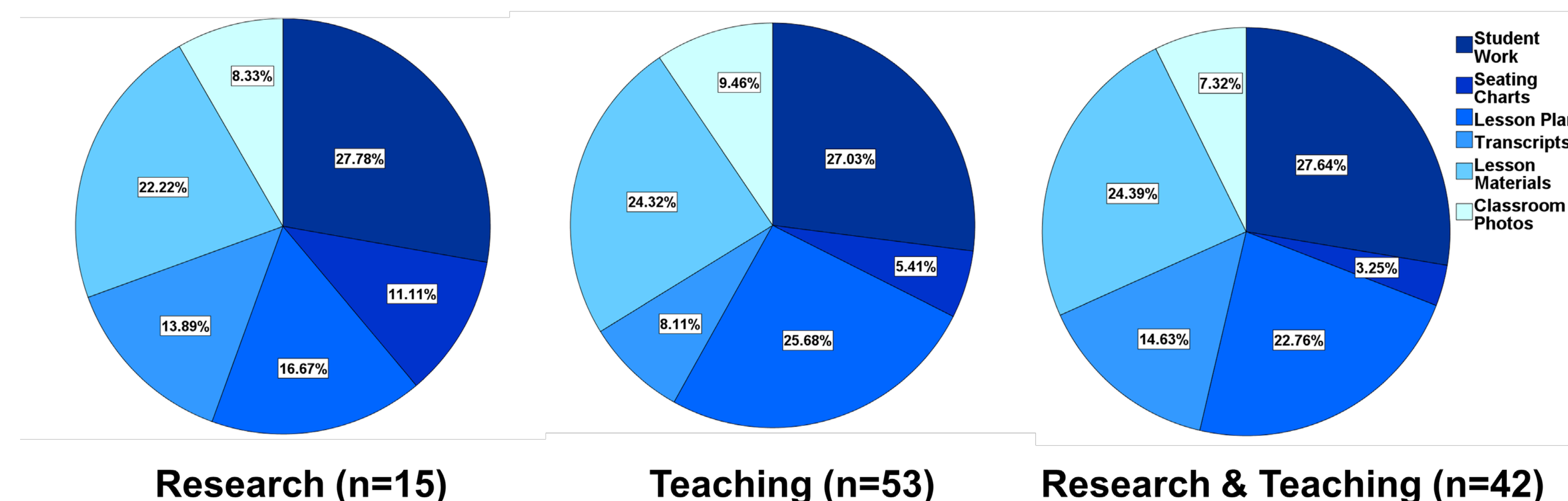
- 138 surveys completed (110 responses)
- Responses segmented into VROP users who are Teaching-only, Research-only, or who do both
- Data collected in Qualtrics and analyzed in R and SPSS



Findings

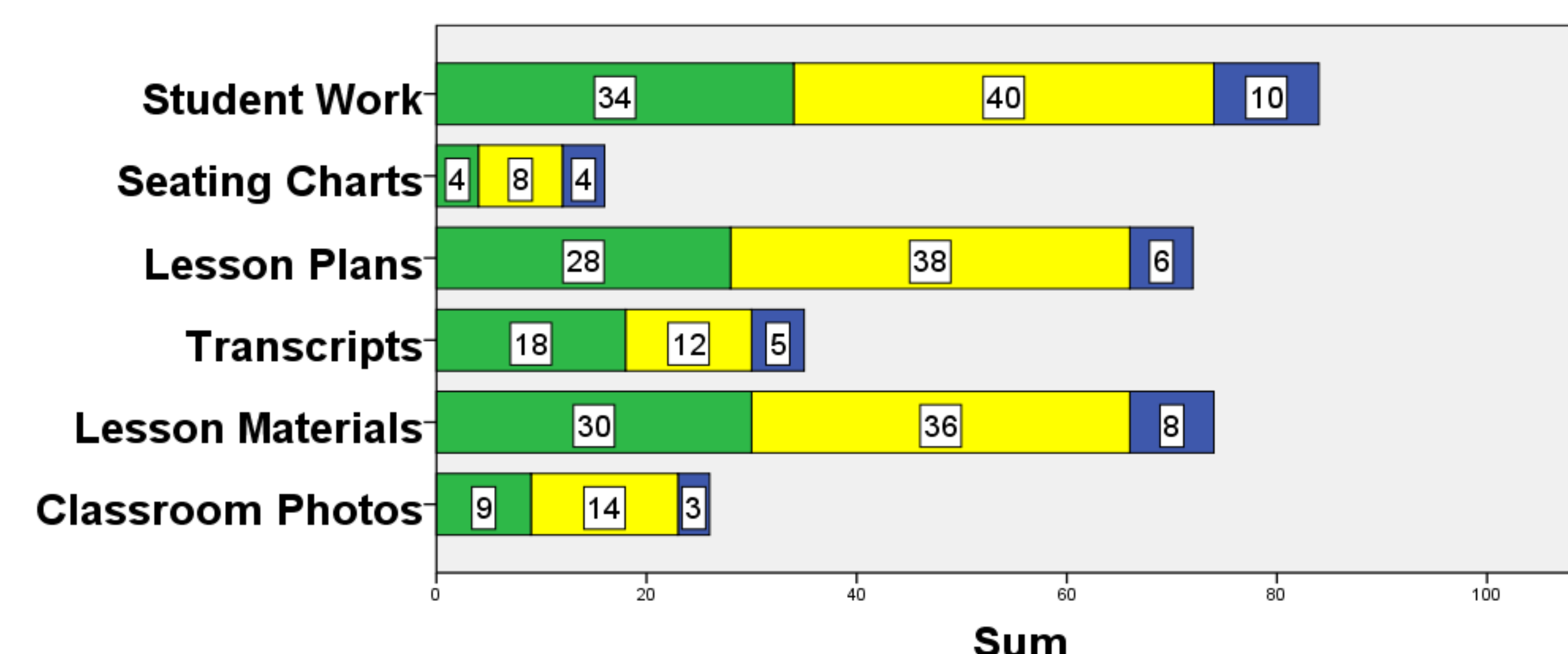
- 64.5% respondents use supplemental data **occasionally** (for a particular purpose)
- 28.6% respondents use supplemental data **frequently** (a major component of their work)

Supplemental Data By Primary VROP Use



- The subset of **Teaching-only** supplemental data users are the largest contributors to supplemental data use

Supplemental Data User Contributions



References

- Bass, H., Usiskin, Z., Burrill, G., National Research Council (U.S.), Mathematical Sciences Education Board, & United States National Commission on Mathematics Instruction (Eds.). (2002). *Studying Classroom Teaching as a Medium for Professional Development Proceedings of a U.S.-Japan Workshop*. Washington, DC: National Academy Press. Retrieved from <http://www.nap.edu/catalog/10289.html>
- Pointer Mace, D. H., Hatch, T., & Iiyoshi, T. (2007). Teaching in and Teaching From the Classroom: Using Video and Other Media to Represent the Scholarship of Teaching and Learning. In R. Goldman, R. Pea, B. Barron, & S.J. Denny (Eds.), *Video research in the learning sciences* (pp. 397–410). Mahwah, NJ: Lawrence Erlbaum Associates.

VROP usage objectives met with supplemental data:

- > 50% of **Research** VROP users used these primary supplemental data for **Analysis**
- > 50% of **Teaching** VROP users used these primary supplemental data to **Show as Examples** and for students to **Engage in Reflection**
- Student work, Lesson plans, and Lesson materials are consistently relevant across **both** Teacher Educator and Education Researcher objectives

Research and Teaching Objectives

		Supplemental Data		
		Student Work	Lesson Plans	Lesson Materials
Research Objectives	Train & Practice Data Collection	43.14%	33.33%	33.33%
	Analysis	68.63%	50.98%	58.82%
	Illustrate Research Findings	49.02%	33.33%	39.22%
Teaching Objectives	Show Examples	73.17%	70.73%	64.63%
	Create Practice Opportunities	48.78%	48.78%	47.56%
	Engage in Reflection	76.83%	69.51%	71.95%

Implications

- Based on usage patterns of Lesson Plans, Lesson Materials, and Student Work by **both** Teacher Educators and Education Researchers, education data repositories should prioritize the collection of these supplemental data types.
- There are links between certain VROP objectives and the supplemental data used that data repositories should be aware of in order to support their designated users.