

## Example Two: Class Capture Assignment Series

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### TPD Facilitator Context:

This assignment series revolves around a single “class capture” in which TAs will record themselves teaching at some point in the term/semester; they will then view the recording in private and submit a reflection that documents their observations, experiences, and takeaways. To make the experience as meaningful as possible, TAs should be encouraged to identify their own goals for what they want to get out of the experience, and what aspects of their teaching they want to primarily focus on (e.g., in the pre-capture reflection). The instructor is encouraged to provide targeted feedback on individual TA reflections.

Viewing of the raw class capture footage by TPD facilitators is purposefully not included in this example, to reduce social barriers and establish a safer space for TAs to view themselves teaching. (In this model, the TA reflection is meant as evidence enough as to whether they genuinely completed the class capture.) Given your institutional context (e.g., working with experienced TAs only), you may deem it appropriate to build in direct instructor observation, but take care to maintain a healthy and supportive learning experience when doing so.

The author’s experiences facilitating class captures with hundreds of new or early-career TAs reveal an *almost* universal pattern: TAs consistently dread the prospect of watching themselves teach (in the pre-capture reflection); however, they also overwhelmingly report that it was a very positive and confidence-boosting experience by the end (in the post-capture reflection). Think about ways to reduce anxiety in the early stages of the process, for example by communicating early on that it’s completely normal for this to be uncomfortable, but that almost everyone who does it values the experience and learns a lot about their teaching. In cases with mixed TA experiences, having more experienced TAs talk about the assignment in their own words can be even more persuasive. In the spirit of universal design, you may also consider alternative but equivalent assignment modalities for individuals with grave concerns about the recording component.

As always, TPD facilitators are encouraged to reflect on their own context and the needs of their TAs and adapt the example instructions accordingly. One way to do this is to think about what you would like them to film (e.g., a specific aspect of their the duties, such as providing a lab introduction presentation), when you want them to film (e.g., a specific lab session), and what you want them to focus on (e.g., building confidence in early TAs versus fine-tuning advanced teaching skills in experienced TAs).

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### TA Assignment Instructions:

As a part of your teaching assistantship, you will complete a “class capture” (video recording) of one lab session this term. This is an invaluable tool to step outside of your experience and see what your teaching looks like from the eyes of your students. This type of self-reflection can be highly beneficial for identifying strengths as well as areas for improvement in your teaching.

You will be responsible for recording your class capture on the day/lab you choose. You may use a personal device – or check one out for FREE here [Provide links to campus resources for student technology, if relevant. In general, consider how you will support your TAs in the logistics of recording themselves, and include any relevant information here.]

For this assignment, you are asked to:

1. **Submit a pre-capture reflection** (on [LMS]). This is meant to get you thinking proactively about what you hope to learn about your teaching from the class capture experience. To do so:
  - a) Log in to the [course LMS] site and find the “Pre-Capture Reflection” assignment.
  - b) After reflecting on the prompts below, submit a “text entry” response in the assignment that addresses each item below (explicitly and in order):
    - i. *What lab will you choose to film and why (very briefly)?*
    - ii. *How do you feel about the prospect of recording and reviewing your own teaching? Are you excited? Apprehensive? Both? Something else? Why?*
    - iii. *What do you think are your current teaching strengths?*
    - iv. *What do you think are some areas for improvement in your teaching?*
    - v. *Are there any aspects of your teaching “presence” that you want to focus on?*

- vi. Are there any specific techniques you plan to incorporate (when teaching that day)?
- vii. What do you hope to gain in general from the class capture experience?

2. **Record your class capture video.** To do so:

- a) Complete a video recording of (at least) the first [30 minutes] of your lab. This should be done in the week of your teaching that you proposed in the pre-capture reflection.
- b) It is the responsibility of the TA to **ensure that you (the TA) and your presentation are completely visible and audible** for the whole [30 minutes]. Likewise, **no students should be visible** in the frame. Please check the frame prior to recording to verify that these conditions are met.
- c) You will need to view it, but **you do not need to submit your class capture file**. This is a personal experience, and the assignment is meant only to encourage reflection. Rather than view your file, we will trust your academic integrity as a TA and scientist to complete this part of the process.

3. **Create a self-reflection video blog** on the class capture experience. To do so:

- a) Revisit your pre-capture reflection and then view your class capture footage. Take note of any strengths, areas for improvement, or specific teaching strategies that you notice.
- b) Create a video blog that is no longer than [15 minutes]. You will not be evaluated on length, but by the quality and thoughtfulness in which you address the prompts. The “Final Reflection” assignment in [LMS] will have additional information about submitting an appropriate media file.
- c) In your video blog reflection, discuss the following prompts (explicitly and in order):
  - i. *What was your personal experience recording and reviewing your teaching? How did you feel about the process? Was that experience similar to what you anticipated prior to the class capture (i.e. from the pre-capture reflection)?*
  - ii. *What was your perception of your teaching immediately after lab that day? How did you think it went after teaching (but before watching the video)? How did your experience reviewing the footage correspond to those initial perceptions?*
  - iii. *Reflect on any specific techniques you incorporated in your teaching. What did you notice about these strategies from watching yourself teach? How well do you think you executed them? How effective were those techniques? What might you do differently in the future?*
  - iv. *What were the teaching strengths and areas for improvement you identified prior to the class capture (i.e. in the pre-capture reflection)? What strengths and areas for improvement did you notice when watching yourself teach? Compare and contrast these observations. Were your perceptions accurate? Did your perceptions change? Did you notice other strengths or areas for improvement that you hadn't previously considered?*
  - v. *Lastly, let's “zoom out” to focus on the big picture. What did you learn as a result of this process? How will it affect your teaching going forward?*

See [the LMS] for full assignment rubrics. Briefly, Class Capture assignments will be evaluated in terms of:

- The quality, thoughtfulness, and timeliness of your pre-capture reflection [5 pts; due week #N]
- The completion of your class capture recording [5 pts; due week #N]
- The quality, thoughtfulness, and timeliness of your video blog reflection [30 pts; due week #N]

[In this example, the assignment series is worth a total of 40 points in a 100-point course (40% of grade).]

Assignment Rubrics [adjust point values to your context]:

Pre-Capture Reflection [5 pts total in example]			
Criteria	Exceptional	Satisfactory	Cursory
Views Toward the Class Capture Process	The TA describes their views toward the upcoming class capture process. They provide honest and objective insights into their feelings (whatever those may be) about the prospect of	The TA describes some aspects of their views toward the upcoming class capture process, but more detail is needed in order for the reader to get a sense of their overall "headspace" going into the class capture. [0.5 pt]	The TA does not discuss their views toward the upcoming class capture process. [0 pt]

	filming and reviewing themselves in the act of teaching. [1 pt]		
Strengths and Areas for Improvement	The TA identifies several self-perceived strengths and areas for improvement in their teaching. It is clear how these observations could be helpful in anticipating and reflecting on the class capture process. [1 pt]	Some strengths and areas for improvement are identified, but more detail is needed in order to be helpful in anticipating or reflecting on the class capture process. It may not be immediately clear what aspects of their teaching the TA will focus on (in the class capture footage) in order to improve. [0.5 pt]	No strengths or weaknesses of the TA's teaching are discussed, or are done too superficially to be of value in anticipating and reflecting on the class capture process. [0 pt]
Presence	The TA identifies the characteristics of their presence that they would like to focus on during the class capture reflection. It's clear the TA has a plan for what to look for, and what they will do with that information. [1 pt]	Some characteristics of the TA's presence are identified, but more detail is needed. It may not be clear that the TA knows what to look for, or what they will do with that information. [0.5 pt]	No characteristics of the TA's presence are discussed, or are done too superficially to be of value in anticipating and reflecting on the class capture process. [0 pt]
Techniques	The TA describes specific techniques or strategies they would like to try in their lab. There is a clear plan for incorporating this into the class capture, and how they will assess their effectiveness. [1 pt]	The TA discusses some strategies or techniques, but it is not clear how they will be incorporated into the class capture, or how they will assess their effectiveness. [0.5 pt]	There are no specific strategies or techniques discussed. [0 pt]
Takeaway	The TA summarizes what they hope to gain from the class capture experience. This may include components of the earlier aspects (e.g. areas for improvement, presence), but integrates their reflection into the "big picture" of what they hope to take away from the class capture. [1 pt]	The TA provides some summarizing thoughts, but these may need greater clarity or detail in order to understand the "big picture" of the class capture is (as the TA sees it). [0.5 pt]	The TA does not summarize what they hope to take away from the class capture experience overall. [0 pt]

<b>Class Capture Recording [5 pts total in example]</b>			
<b>Criteria</b>	<b>Exceptional</b>	<b>Satisfactory</b>	<b>Cursory</b>
Completion	The class capture recording is completed on time, in the class session proposed in the pre-capture reflection. [2 pt]	The class capture is completed but later than the intended timeline (without prior instructor approval). [1 pt]	The class capture was not completed. [0 pt]
Quality	The recording is at least 30 minutes long. The TA and their presentation slides are completely visible in the frame and clearly audible. No students are present in the frame. [3 pts]	The recording may be too short (less than 30 minutes). The TA may not be present in the frame or clearly audible for the whole recording. Students may be visible in the frame. [1 pt]	The class capture was not completed. [0 pt]

<b>Post-Capture Final Reflection [30 pts total in example]</b>			
<b>Criteria</b>	<b>Exceptional</b>	<b>Satisfactory</b>	<b>Cursory</b>

Completion and Timeliness	The reflection is completed on time, and falls within the time frame (no longer than 15 minutes). [5 pt]	The reflection submission is late, or runs too long. Conversely, the reflection is too short to result in a thorough assessment and reflection on the experience. [3 pt]	The assignment is not submitted. [0 pt]
Class Capture Experience	The TA describes their experience recording and reviewing their teaching. They describe their thoughts going into the experience, how they felt during the process, and how they thought their teaching went in the moment. This description is a genuine and objective reflection. [5 pt]	The TA describes some aspects of the class capture experience, but it could benefit from more context, or a more genuine reflection on the experience of filming themselves in real-time while teaching. [3 pt]	The TA does not describe the class capture experience, or it is too superficial to set the context for the reflection. [0 pt]
Specific Teaching Techniques	The TA describes specific teaching approaches used during the class capture experience. They describe how effective these methods were upon seeing them from an outside perspective. This reflection demonstrates thoughtfulness and awareness of aspects of good teaching we've been discussing this term. [6 pt]	The TA addresses some of methods they employed during their teaching, but the reflection could benefit from more detail to demonstrate thoughtfulness about the characteristics of good teaching. [3 pt]	The TA does not address specific teaching methods used during the recording, or it is too superficial to provide much insight. [0 pt]
Strengths and Areas for Improvement from Pre-Capture Reflection	The TA identifies strengths and areas of improvement in their teaching in the class capture recording, and explicitly compares and contrasts these to their perceived strengths and weaknesses from the pre-capture reflection. The TA describes how their initial perceptions compared and contrasted with how they actually performed in the class capture. This reflection demonstrates thoughtfulness and objectivity. [6 pt]	The TA may address some strengths and areas for improvement in their teaching from the class capture recording and/or those identified in the pre-capture reflection, but this needs to be made more explicit, or described in more detail. This reflection may need greater objectivity and genuine self-assessment to be of much instructional value for the TA. [3 pt]	The TA does not address strengths and areas for improvement in their teaching from the class capture recording or the pre-capture reflection, or it is too superficial to be of instructional value for the TA. [0 pt]
Class Capture Takeaways	The TA describes specific lessons learned from the experience of recording and observing their own teaching. The TA describes how they will implement those lessons into their future teaching. This demonstrates objectivity and maturity, and a genuine commitment to improving their teaching. [8 pt]	The TA describes some lessons learned from the class capture experience, but would benefit from greater scrutiny or objectivity in assessing their own teaching to result in genuine improvement from the experience. [5 pt]	The TA does not address lessons learned from the class capture experience, or it is too superficial to be of instructional value for the TA. [0 pt]

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