

# **Using Videotaping and Reflective Journal Writing to Improve Student-Teachers' Performance in Classroom**

**Pi-Ying Hsu**

**Department of Applied Foreign Languages  
Chaoyang University of Technology**

## **Abstract**

The study was designed to investigate how the use of reflective journal writing and videotaping could help develop reflection among student teachers, particularly related to teacher's personality, teaching procedures, management of the class, use of teaching aids, and command of English. Four student teachers were videotaped in classroom and interviewed several times to examine how they enhanced their teaching skills and reflection on instruction throughout 10-weeks student teaching and how videotaping assisted this practice. Multiple data collection instruments were used to illuminate the research questions. The data collection sources consisted of lesson plans, supervisor observation, peer observation, class videotaping, open-ended interviews, and reflection papers. All participants believed they had achieved growth in teaching. The reflective journal writing, videotaping, and discussion process helped them enhance the practical knowledge of teaching, confidence, and reflection.

**Key words:** reflective journal writing, videotaping, student teachers, reflective teaching

# **訓練英文教學實習生使用錄影評量與省思日誌提升專業成長**

**徐碧巽**

朝陽科技大學應用外語系所

## **摘要**

本研究旨在探討應用錄影評量與省思日誌於提升英文教學實習學生專業成長之效益。四位主修英文之英文教學實習大學生參與此為期約十週之教學實習研究。英文實習生在實際教學歷程中進行自我教學之省思：透過錄影評量、實習指導教授回饋、同儕回饋、自我省思日誌，訪談，瞭解實習期間前後自我教學之省思及專業成長。教學省思具體作法依其來源大抵可分為專業介入及教師自我省思，其自我反省的工具或方式包括教師在心中自我回想教學情境和學生交互作用、觀看自己教學的錄影帶、筆記自己的想法和感覺等；另外，指導教授的指導、請同儕觀看與討論自己的教學則為專業介入教師省思的方式。研究結果支持教學省思活動協助英文教學實習學生在教學表現、教學實務知識及自我教學評鑑能力方面獲得實質性的助益。

**關鍵詞：**省思日誌，錄影評量