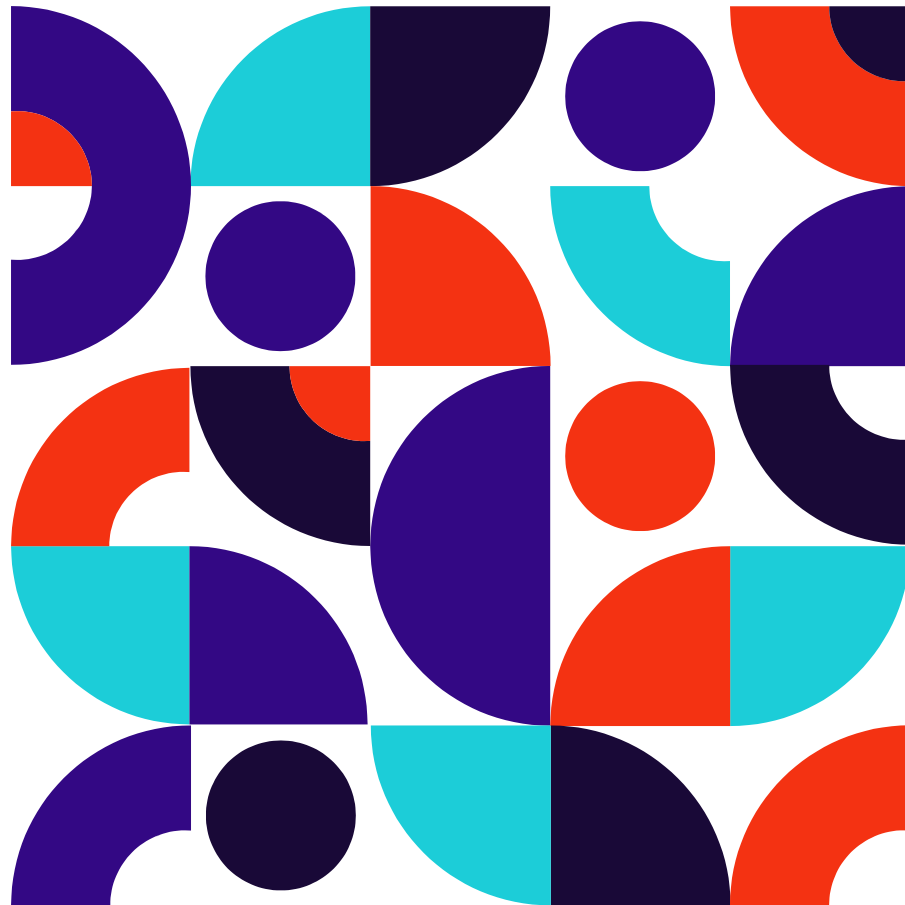


Using Video for Virtual Fieldwork Assignments

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**Definitions,
Benefits and
Challenges of
Virtual
Fieldwork**

**Examples of
Virtual
Fieldwork
Assignments**



**Task Design
Elements and
Materials**

**Discussion and
Idea Exchange**

Clarifying “Virtual”



Simulations

Teacher candidates are not in direct contact with learners/sites/families/host teachers. Artifacts are provided to simulate/replicate as prompts for decision making and analysis. “Role-Played” imagined interactions with students.



Remote Fieldwork

Teacher candidates are in contact with learners/sites/families/host teachers but only via online, remote interaction. “Authentic” interactions with students. NB: This can be synchronous or asynchronous.



Virtual Fieldwork: What is it?

- Different types and terminology of fieldwork: Internships, practica, fieldwork, field experience, service learning
- Virtual fieldwork offers the opportunity to explore an area without leaving the classroom, and it allows multiple “visits” to a site.
- Virtual fieldwork enhances and extends students’ experience when actual fieldwork is possible, and when it is not.
- It provides the theory to practice connection for students who can see real-world application of concepts, construct professional identities in the field, contribute to knowledge-building, and serve the community.





Benefits of Virtual Fieldwork

- Selecting and Knowing what your students are seeing
- Being able to facilitate their understanding of what they are seeing
- Assessing your students' noticing skills
- Collaboratively observing and facilitating students' experience
- Is a powerful supplement to site-based fieldwork
- Presenting particular cases chosen to address biases, weaker understandings, dilemmas
- Being a theoretical actor within the fieldwork context and being able to propose decisions without doing any harm

Challenges of Virtual Fieldwork

- 
- Is not a substitute for relationships formed in site-based fieldwork
 - In terms of "hours" takes about 3 times the amount of site-based
 - Can be difficult to find materials and tasks that approximate the experience

Considerations

Materials/Tools

Core Practices

What is the learning goal for the fieldwork?

-which elements of it can be retained virtually?

-which elements will be lost?

-which elements will be enhanced?

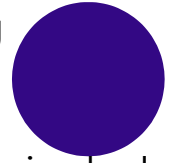
For artifacts:

- picture studies (a series of images on same topic)
- documentary films
- 360 camera views/virtual tours
- classroom video
- interview video
- student work

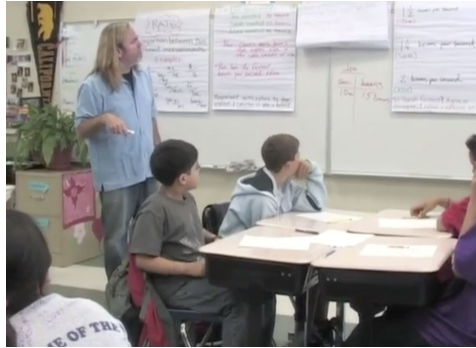
For interaction @ the artifacts:

- interactive writing platforms (google docs)
- conferencing tools (zoom, facetime)

1. -Explicit guidance in taking low-inference field notes
2. -Structured protocols with estimated times. These can include a project plan and schedule, task checklist, project journal, etc.
3. -Engaging with site-based participants online to the extent possible
4. -Structured Viewing Guides
5. -Multiple “passes” at the materials
6. -Opportunity to ask one’s own questions
7. -Time for sharing and interchange with peers about their fieldwork
8. -Facilitation to clarify misconceptions, premature conclusions, etc.



Scaffolded Viewing



Start with a Picture

- What do you see?
- Do your descriptions show any evaluation or judgment?

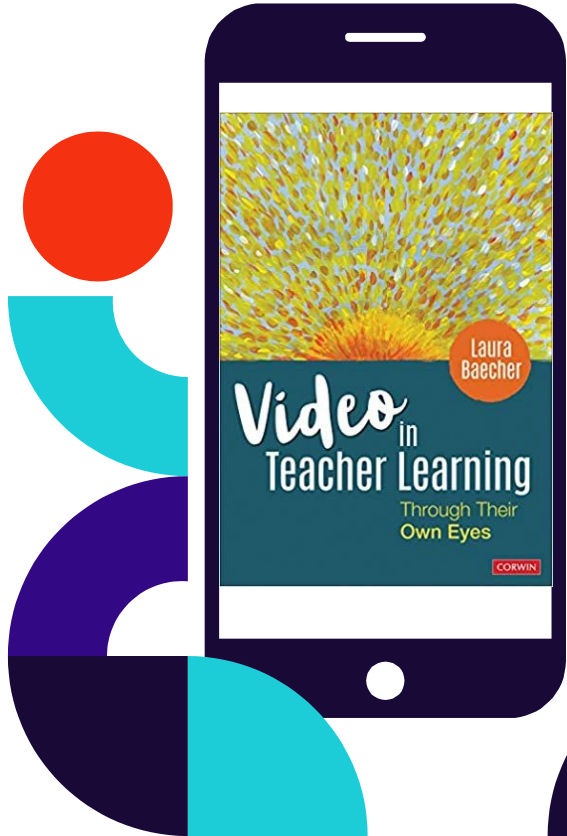
Try a Short Clip Next

- What do you see/hear?
- What teaching methods do you recognize?

Move Last to Complex Viewing

- What do you notice about the task in terms of how it promotes/hinders student-to-student discussion? What additional supports do you think learners could have benefited from during their discussion?

Video Resources



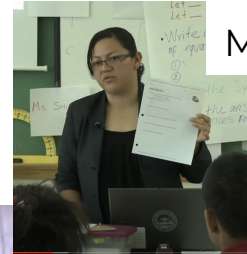
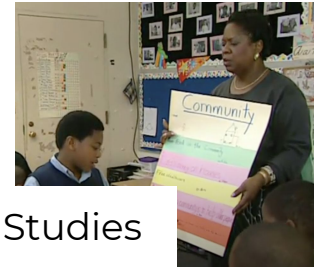
World Languages



Danielson-Aligned



Social Studies



Mathematics

K-5 ELA



ATLAS NBPTS Video Library

*note all videos are 15 minutes



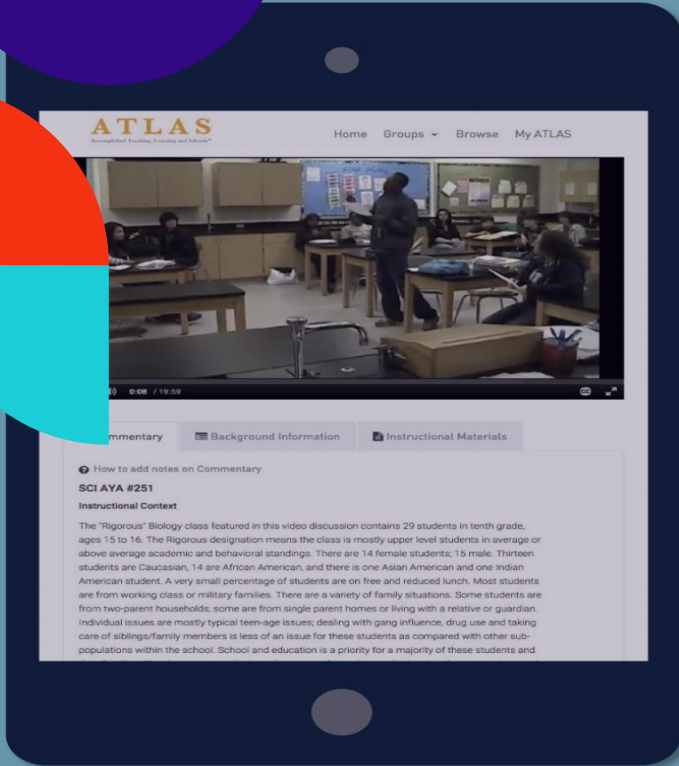
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Sample Virtual Fieldwork Assignment: Using Classroom Video to Understand Lesson Planning


ESL Lesson Observation and Lesson Analysis:

1. Your group will select the grade level and 1 video from the [video choice board](#).
 2. Your group will use the provided, abridged [Hunter TESOL lesson plan template](#). First, try on your own to fill it out in detail based on what you see and imagining what the written plan must have been. You will likely need to watch the video several times. Then, share results with your group to form one completed lesson plan based on the video. This will result in about a 2-3 page lesson plan.
 3. Your group will then provide a brief [analysis of the ESL approaches](#) seen on the video with minimal evaluation or judgment of the teacher/the lesson. The analysis should address any relevant features of the instruction that relate to topics addressed in the course up to that point. This will result in about 2-3 pages of analysis.
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Sample Virtual Fieldwork Assignment: Using Video with Student Writing to Practice Diagnosing

ELL Language Profile and Analysis:

1. Your group will select 1 ELL student profile (elementary, middle school, or secondary level) with videos of oral language, samples of reading aloud and writing samples from the [Purdue University English Language Learner Portraits](#).
 2. You will use 3 assessment tools to assess the language level of the student: [the SOLOM, Running Record, and Writing Evaluation](#) and provide a completed assessment of this learner with these tools.
 3. You will then create an [individualized ELL plan](#) based on this student's strengths and areas to target for growth in English language development.
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Thank you!
Please share your
ideas/questions!

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