

Please provide a one-page brief write-up of no more than 500 words and a short video.

“Teachers’ professional noticing” is a crucial element in action research and professional development in education. Our project, Teachers’ Noticing as an Action Research Method: A Flipped Classroom Approach for Enhancing Video-based Noticing in Teacher Education, aims to develop micro-modules on this very topic with a flipped classroom approach for enhancing our students’ noticing ability within the Faculty of Education. Within each module, we designed content and flipped classroom activities related to “teachers’ professional noticing” comprised of:

- (a) View pre-class video for introduction to a topic on “teachers’ professional noticing” and points to pay attention to in subsequent classroom episode video;
- (b) After the introduction video, watch a video of an actual classroom episode recording;
- (c) Apply the newly introduced topic when watching the classroom episode recording and complete online commenting/reflection activity before class;

The most distinctive feature (to be developed by ITSC) of this micro-module project is that while watching the videos in Blackboard, students can pause anytime, write comments of what they have noticed, and save the time-stamped comments instantly rather than waiting until the end of the video. These comments will then be stored in Blackboard for retrieval by the instructor for grading and/or utilizing in the next lesson.

We designed and implemented four modules in three courses, MAED 6163, PGDE 5108, and PGDE 5148. The implementation of these micro-modules have been satisfactorily, although we did encounter some difficulties in terms of adding subtitles to the videos. Upon evaluating this project, we found that:

- (a) Students were better at noticing subtleties and different aspects of teachers’ professional noticing and action research;
- (b) Students could review and comment on the learning materials at their own pace; they learned key ideas about the learning contents before they attend class;
- (c) More class time could be used for active learning (i.e., small and large group discussions);
- (d) The instructor could see how students comprehend the topic and which points they are missing or misunderstanding by looking at their comments and reflections online, before class.

The key success factors of this project is the design of an innovative, instant commenting feature for students to practice active learning, i.e. video-based noticing, in and out-of-class. The Project Supervisor has promoted this feature to colleagues in her Faculty, as well as through international conference and a meeting with MIT scholars initiated by the Faculty.

Discussions about research collaborations within the Faculty on “teacher noticing” has begun as a result.

Short video has been posted on: <https://wp.me/p7NzXu-9Y>