BARBARA SCHNEIDER: Unfortunately Barbara Olds had a meeting that she had to go to this morning. The last time I introduced Barbara Olds I made her the head of NSF. I'm not the head of NSF or anything in NSF. I do have the Data Research and Development Center. This meeting on videography is really a very important meeting and I'd like to give you just a little bit of background about it and why we're here today so that people have a clear understanding what we hope to accomplish.

The IERI funds, which is the inner agency educational research initiative which draws money from the National Science Foundation, the Institute for Education Sciences and the National Institute for Child Development. That this particular initiative that's started was focused on an interdisciplinary effort for large scale research projects to make a difference with respect to learning in science and mathematics.

Now what part of this was very much an interdisciplinary effort in the pursuit of research questions. A number of investigators used videography. So this became a tool for the research activities of a number of investigators in the IERI community. Now the IERI community of investigators includes people that are in linguistics, reading, mathematics, anthropology, sociology
so there's really a very large mix of different people that bring different lenses to problems of children and in the area of teachers and administrators with respect to professional development.

When the IERI community was starting to undertake their work, um, and these issues came with videography people at NSF started to raise questions about well, what about this kind of data, this -- what is this data? How are we going to use this data? What kinds of questions do videography answer that can't be answered by other kinds of methods. How do we go about analyzing it? And then how do we draw certain kinds of assumptions from it. And then how are we going to archive it for use.

So after conversations with Janice Earle, our project director and other people at NSF, including Larry Sutter and John Jeranowski, we decided that it would be really worthwhile if we went ahead and had a very small meeting on videography where in fact we would invite people from the IERI community who were using videography as well as other people funded by NSF and a few other very key people in the field that use videography to start to talk about what kinds of standards should we have for videography.

And by standards this isn't some sort national thing that we're going to implement but rather guidelines that
people might be asked to think about as they prepare their proposals as review panels start to look at make assessments on the quality of what people are proposing and that we have this incredible rich database. What are we going to do with it, and how in fact can we use it to support knowledge accumulation. And I suppose that's how we get into this. The data research and development center is an IERI funded center to help investigators with their work to be able to accumulate knowledge and in fact make a difference in the field.

We're involved in enhancing capacity, trying to increase the rigor of scientific work that we all do. In that way we're here to facilitate this meeting. We are not experts in videography. We use videography but we certainly -- I suppose we're probably more like the muddling through group than anything else. And so we are definitely here to learn. So I would like you all do think about this meeting in this particular context.

Now there are a few things and announcements that I would also like to make. First I'd like to thank Kevin Brown who has organized this meeting. Kevin, are you in the room -- Kevin? And so therefore if there are problems --

(Clapping)
BARBARA SCHNEIDER: -- please make sure you see Kevin. Second of all the executive director of the Data Research and Development Center is Sara-Kay McDonald. Sara-Kay would you please – Sara-Kay runs the show. So things don't happen without Sara-Kay. And then in the back of the room is Michelle Llosa. Michelle is the person that makes happen both in the fact that I'm in two places at Michigan and Chicago. So she is one of these people who's actually virtual 90% of her time. And standing next to her is Louis Hirsch who is our recent hire and who actually has some expertise in videography.

And this meeting is actually being taped so that in fact we will be able to use it, transcribe it and think about it in terms of what we've learned from it. Now I've gotten some suggestions from people. This is a small meeting. We very much want everybody here to participate, to ask questions. If you'll look around the room you can realize that this is really a very small group. Many of you know each other. Some of you I don't know so we thought what we might do is maybe take just a minute and if people might just go around the room, stand up and say who they are, that would be really kind of helpful. So why don't we start over here, if you could just stay your name, what institution you represent and what your of expertise
is. Yeah, please.

KEN HAY: Ken Hay from Indiana University and I do some work with video development tools for video case and research (inaudible) as well as developing the actual (inaudible).

MYRON GUTMANN: I'm Myron Gutmann, I'm the director of ICPSR which is the (inaudible) data archive for the University of Michigan. I'm here to learn about (inaudible) archive (inaudible).

JANICE EARLE: I'm Janice Earle with the National Science Foundation and (inaudible).

RANDI ENGLE: I'm Randi Engle for the University of California of Berkley and I study as you (inaudible).

BRIAN MACWHINNEY: Brian MacWhinney (inaudible) University. I've been involved in a data -- I don't like archiving I guess, database summation.

BENNET BERTENTHAL: Bennet Bertenthal, the University of Chicago and I'm the director of a project that's melting (inaudible) data grid that includes videoarchiving as well as (inaudible) index (inaudible) of the data.

RICKI GOLDMANN: I'm Dr. Goldmann from New York University and I study teacher professional development. And right now it's just (inaudible).

ALAN ZEMEL: I'm Alan Zemel, math (inaudible) at
Drexel University and I'm (inaudible) variety of things with respect to math education and mostly video with Tim over here on (inaudible).

CHRISTOPHER DEDE: I'm Chris Dede with Harvard for IT learning technologies, leadership and counseling.

NOEL ENYEDY: Noel Enyedy at UCLA. I study classroom interaction, excuse me, and starting to look at outside of school context.

CHARLES GOODWIN: I'm Charles Goodwin, also at UCLA and I use video to study human interaction wherever it happens to happen.

BARBARA SCHNEIDER: Hi Chuck.

TIM KOSCHMANN: Tim Koschmann, I'm at Southern Illinois University. I (inaudible) study learning the context of (inaudible).

MALE SPEAKER: I'm (inaudible) studies I was telling Tim let's (inaudible) the schedule. For about five years I shot weddings and bar mitzvahs. (Inaudible) just recently from a (inaudible). I'm from (inaudible) University and I do work generally in the organization of (inaudible) practices, mathematics and sciences.

BARBARA SCHNEIDER: Why don't we go and get -- no, and then we'll come that way and around. Okay, please?

CATHERINE LEWIS: Catherine Lewis, Mills College in
Oakland, California and I do work on Japanese education and (inaudible) study (inaudible). And we're using video (inaudible) as an intervention and also as a way of (inaudible) when teachers talk to each other and who they teach their lessons (inaudible).

FREDERICK ERICKSON: I'm Frederick Erickson from UCLA and I use video in micro analysis of social interaction with very much (inaudible). And my (inaudible) places, but mostly I've been working in classrooms for quite a few years.

MIRIAM SHERIN: I'm Miriam Sherin. I'm at Northwestern University and I study math teacher learning (inaudible).

BRIDGET BARRON: Bridget Barron and I'm from Stanford University and I study peer conversations in and out of school and I'm here (inaudible).

TORU IIYOSHI: I'm Toru Iiyoshi from Stanford. I work on learning senses and technology design. (Inaudible) for work on digital video laboratories out of central (inaudible) and I study (inaudible).

JEFF OSBORN: I'm Jeff Osborn, University of Kentucky and (inaudible) on the IDRI brands and we're interested in developing the geographic (inaudible) for evaluation student teacher interactions in rural regions of
MALE SPEAKER: I'm (inaudible) and we support out knowledge (inaudible) higher educations in (inaudible) educators documents and (inaudible) affected (inaudible).

REBECCA MCNALL: I'm Rebecca McNall (inaudible) and also from the University of Kentucky with Jeff and I guess I'm here also to learn about videography. We're using it to (inaudible) teachers are able to transfer knowledge they gain from our distant learning course in physics into their classrooms.

SALLY SHAFER: I'm Sally Shafer, the third from the University of Kentucky. My focus has been on developing distance learning inquiry-based courses for teachers, (inaudible) teachers and now we're turning our interest to the (inaudible) of those teachers have on the students in rural classrooms.

JAY LEMKE: Hi, I'm Jay Lemky, I'm not from the University of Kentucky. I'm from the University of Michigan. After 30 years I'm still (inaudible). (Inaudible) what it is that I'm studying but other people think I do discourse analysis which have now became multimedia analysis while I wasn't looking. And I'm currently interested in looking at video that comes out of people playing computers games and other wise working in
interactive (inaudible) environments.

LINDSEY JONES: I'm Lindsey Jones from the George Washington University and I work on a (inaudible) studying the implementation of (inaudible). We analyze student interaction (inaudible).

LAURA WRIGHT: I'm Laura Wright, also from George Washington and (inaudible) as well. And I'm on the same grant (inaudible) and (inaudible) education.

CATHY CARROL: I'm Cathy Carrol from West Ed (inaudible) California and I am working on a project developing video cases of professional development in mathematics for looking at how to support teacher (inaudible) developing (inaudible).

KATHLEEN ROTH: I'm Kathleen Roth, I'm from Lesson Lab Research Institute. My area is science teacher learning and I directed the (inaudible) study and I'm now working (inaudible) science (inaudible) and I'm now working on -- work with teachers that (inaudible) as part of professional development and also as a research tool.

BARBARA NYE: I'm Barbara Nye from Tennessee State University. I'm (inaudible) on one of the IERI projects and we're using video to look at the (inaudible) language and learning science curriculum implementation contact and (inaudible) of implementation of high quality science
education materials.

RICK VANOSDALL: I'm Rick Vanosdall and also from Tennessee State University which she covered.

LARRY SUTER: I'm Larry Suter, program director for NSF.

DAVE MCARTHUR: Hi, I'm Dave McArthur, also program director for NSF.

NILS KAUFFMAN: I'm Nils Kaufmann, I'm a graduate student at Michigan State and (inaudible).

RAND SPIRO: I'm Rand Spiro with Michigan State University. I study learning in (inaudible) domains. I felt (inaudible) development (inaudible) flexibility (inaudible) looking at digital video for (inaudible) teachers to (inaudible) comprehension instruction strategies and I just spilled something on my cell phone a few minutes ago (inaudible) to put some water on it but it (inaudible) before I had to stand up and actually --

JERY CONFREY: Hi, I'm Jery Confrey from Washington University in St. Louis (inaudible). I study kids in, in, in their learning of mathematics over long periods of time and try to understand how they (inaudible).

JOHN: I am John (inaudible) and I'm a (inaudible) manager. Uh, (inaudible).

KEVIN MILLER: I'm Kevin Miller from the University of
Michigan and I do research on (inaudible) comparisons of possible processes. I'm also very interested in issues of what people notice when they watch video and how we can guide them to notice things that might (inaudible).

HILDA BORKO: I'm Hilda Borko from the University of Colorado. I've been using video recently as (inaudible) professional development tool for teachers engaged in study of mathematics and students in mathematics.

DAVID WOODS: I'm David Woods from Wisconsin Center for Education Research at the University of Wisconsin of Madison. I'm the current author of Transana which is free software for (inaudible) and qualitative analysis of video. And I'm particularly interested in all of you people studying video in terms of what kinds of things you can find useful to do.

ERIC EITELJORG: My name is Eric Eiteljorg with the University of Colorado and I work on (inaudible) also in how teachers begin to use video to study their own teaching.

BARBARA SCHNEIDER: And we have somebody who just walked in. You are, please?

PAOLA SZTAJN: Paola Sztajn from the National Science Foundation.

BARBARA SCHNEIDER: Well if -- I think if you went
around the room and I'll, I'll introduce our star in a minute. I -- you can see that this is really a very esteemed knowledgeable group. So I really encourage you all in these presentations to interrupt, ask questions. And you'll notice that they're very long sessions deliberately so that people will interact and talk. We're hoping a lot about the subjects at hand.

On my way to Washington I happened to meet one of my colleagues from the University of Chicago, Rich Schrader who is going to the anthropology meetings there also at the Marriott Wardman. And he asked me what I was doing and I said I was going to the videography meeting, and he said oh, you know I was involved with SSRC panel on videography many years ago. And they invited people from different disciplines together to try and see about forming some standards. And so the idea was that all these different people would come together and they would film a particular event and then they would see what people said about that event.

Well he said it took a year for them to decide what event they would look at. The event that they finally chose was an oral defense. And he said he never was able to find out what happened to that and he said --

MALE SPEAKER: That was a disaster.
BARBARA SCHNEIDER: He said that somebody in the audience would definitely remember.

MALE SPEAKER: (Inaudible).

BARBARA SCHNEIDER: Yes. It is, it is the grimshaw thing. Before I introduce Sharon Derry I have one other little story why I waved at Chuck, because I think I'd like you all to know something that we're doing with UCLA, which I think is really quite remarkable. UCLA has this wonderful project with extensive videography data on working families. At the University of Chicago we have extensive data on working families that uses time diary experience sampling method. We combined those data sets and you will -- and this, uh, chapter is about to be -- come out, also be an article.

We were able to replicate within five minutes the same kinds of findings with the ESM and videography. And the videography sample was 30 families and the ESM sample is 500 families. So there's all kinds of interesting exciting things that can happen in ways of bringing different kinds of data together. So now we're onto our agenda for the day. And I am really extraordinarily pleased to present to you Sharon Derry.

Sharon Derry is our lead person from the IERI community who is taking over kind of this is her meeting and she
helped us organize it, work out the charges to each of the panels, helped on the people that are being asked to present. And it really gives me great pleasure to introduce Sharon. I know about her work. I think she's absolutely fabulous and exciting and she brings a lot to our conversation. So I'd like you all to please join me in welcoming Sharon as she gives our opening presentation. Thank you.