

VIDEO REFLECTION:

BATHTIME

Cultivate and encourage ALL young children (0-5; with and without disabilities) to explore STEM concepts through activities as independently as possible with adaptations in their natural environments.

USING VIDEO TO SUPPORT REFLECTIVE PRACTICES

Video demonstrations are commonly used to support pre-service and in-service practitioners' observations and reflections (Marsh & Mitchell, 2013). Research has demonstrated that when professional development is provided through the effective use of videos, it can increase teachers' understanding of teaching practices and foster reflection about their own practices (Major & Watson, 2018). This guide uses video clips as well as a list of reflective questions to help practitioners identify ways to promote STEM learning for all children and reflect on how they can be applied in their own classrooms.

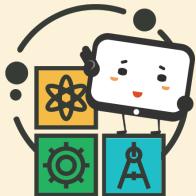


VIDEO DESCRIPTION

The video clip shows a young girl named Amelia playing with toys by pushing them into the water during bath time.



<https://www.youtube.com/watch?v=Gti1zxHxsZw>



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REFLECTION QUESTIONS

As you watch the video the first time, think about what you notice about the children's thinking, engagement, and the adult scaffolding?

- **What do you notice about Amelia's understanding of force and motion as they engage with the materials?**
■ Hint: Pay attention to children's actions/behaviors and verbal responses.

- **How does the mom maintain Amelia's interest in exploring force and motion during bath time? What are some examples?**
■ Hint: Think about what she did and spoke.

- **How would you scaffold Amelia's understanding of force and motion and participation in STEM learning experiences in your own practice?**

- **How would you support the mom to scaffold Amelia's learning about force and motion to the next level?**

REFERENCES

- Major, L., & Watson, S. (2018). Using video to support in-service teacher professional development: The state of the field, limitations and possibilities. *Technology, Pedagogy and Education*, 27(1), 49–68. <https://doi.org/10.1080/1475939X.2017.1361469>
- Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *Teacher Development*, 18(3), 403–417. <https://doi.org/10.1080/13664530.2014.938106>