

Overview

Records of practice in the field of education document teaching and learning. In particular, *video* records of practice are used widely by educational researchers, teacher educators, and instructors in professional development settings for K-12 teachers. These data reusers seek to understand the complex cognitive, social, and logistical issues involved in teaching and learning. As a form of qualitative data, however, they present challenges for data reusers. A number of these challenges involve invisibilities in educational, research, and repository practices.

Records of Practice

Records of practice are defined as “detailed documentation of teaching and learning...taken directly from teaching and learning without analysis, which enable [people] to look at practice.” (Bass et al, 2002)

Research Questions

- What are the invisibilities that challenge data reusers?
- To what extent can repositories help to expose these invisibilities?



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Research Methods

Ten participants were asked to discuss their experiences reusing data, including:

- How they used digital video in research and/or teaching
- What methods they used to locate and use digital records of practice
- How important complementary data was in their use of digital video
- What tools they used to find, explore, and/or analyze digital video

Participant Type	Purpose for Data Reuse	Number
Faculty	Research and teacher education	4
Graduate Students	Research	1
Facilitators	Teacher professional development	5
Total participants		10



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Impact of Repository Practices on Data Reuse

Factors affecting data reuse:

- Type of curation or collection development
- Findability of data
- Visibility of policies for access and use
- Tacit information gleaned from repository’s online presence (intentionally and unintentionally communicated)

Repositories can increase data visibility:

Data Collection	Data Description & Metadata	Levels of Curation
Ingest complementary data, such as demographic, social, or economic information about students, teachers, schools, and school districts	Enhance metadata about research design & methods to assist data reusers in discovering relevant datasets	Increase ease of access to video records of practice through adoption of different types of tools
Contextualize data	Provide more overt indexing	Tools scaffold interpretation

Project Investigators

Rebecca Frank, Ph.D. Candidate, University of Michigan School of Information

Alexa Hagen, MSI Candidate, University of Michigan School of Information

Kara Suzuka, Ph.D., University of Michigan School of Education

Elizabeth Yakel, Ph.D., University of Michigan School of Information

Citations: H. Bass, Z. Usiskin, G. Burrill, National Research Council (U.S.), Mathematical Sciences Education Board, and United States National Commission on Mathematics Instruction, Eds., *Studying Classroom Teaching as a Medium for Professional Development* Proceedings of a U.S.-Japan Workshop. Washington, DC: National Academy Press, 2002.