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Video Clips of Elements of Master Teaching

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Author Note

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Video Clips of Elements of Master Teaching

Introduction

Although master teachers possess individual characteristics that may be unique, such teachers all seem to have increased success in their ability to

1. instill in their students a desire to learn,
2. help their students actually learn something about the subject matter,
3. help their students discover that what they are learning is interesting, and
4. demonstrate to their students that learning in and of itself is enjoyable.
(Buskist, Sikorski, Buckley, & Saville, 2002, p. 32)

Research on the qualities of master teachers has suggested that these teachers exhibit measurable behaviors in the classroom. The research ultimately led to the development of the Teacher Behavior Checklist (TBC) that contains 28 qualities and associated teaching behaviors (Buskist et al., 2002; Keeley, Smith, & Buskist, 2006). Of these 28 qualities, faculty and students have agreed upon eight of them as being the most important qualities of master teachers (Schaeffer, Epting, Zinn, & Buskist, 2003). As quoted in Keeley et al. (2006), these include

1. **Approachable/Personable**
Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments (their Item 2, p. 85)
2. **Creative and Interesting**
Experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone (their Item 5, p. 85)
3. **Encourages and Cares for Students**
Provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names (their Item 7, p. 85)
4. **Enthusiastic About Teaching and About Topic**
Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class (their Item 8, p. 85)
5. **Flexible/Open-Minded**
Changes calendar of course events when necessary, [meets] at hours outside of office hours, pays attention to students when they state their opinions, accepts criticism from others, and allows students to do make-up work when appropriate (their Item 10, p. 85)
6. **Knowledgeable About Subject Matter**
Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples (their Item 14, p. 85)
7. **Realistic Expectations of Students/Fair Testing and Grading**

Covers material to be tested during class, writes relevant test questions, does not overload students with reading, teaches at an appropriate level for the majority of students in the course, and curves grades when appropriate (their Item 23, p. 85)

8. **Respectful**

Does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, and does not talk down to students (their Item 24, p. 85).

In a factor analysis of the full 28 items from the TBC, two main factors emerged: Caring and Supportive; and Professional Competency and Communication Skills (Keeley et al., 2006). Of the eight qualities listed above, our Items 3, 4, 5, and 7 loaded more strongly on the first factor, whereas Items 1, 2, 6, and 8 loaded more strongly on the second factor or comparably on both. Both factors are highly correlated with each other ($r = .73, p < .001$). Thus, the categories overlap considerably, although the TBC ratings can significantly discriminate performance between instructors that vary on standard instructor evaluations (Keeley, Furr, & Buskist, 2010).

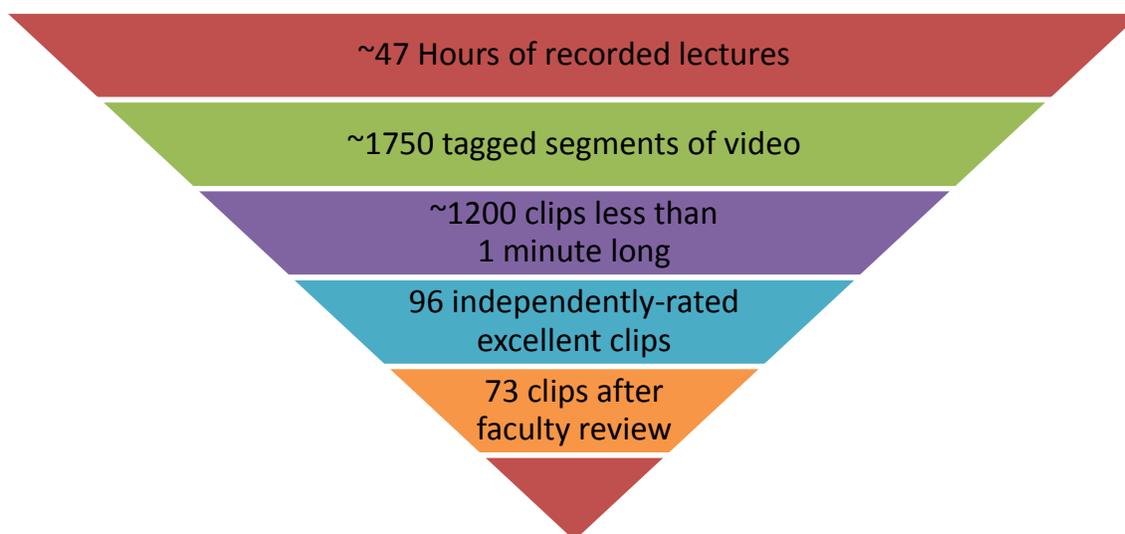
Method

As part of a larger research project, we recorded and digitized one or more classroom lectures of 22¹ faculty members from different disciplines at Boise State University and Eastern Illinois University. We did not select participants based on prior teaching performance.

A graduate student viewed the lectures and identified segments of teaching from these lectures that he felt illustrated one or more of the eight master teaching behaviors. Using sports highlight reel software ([Landro Play Analyzer](#)), student researchers tagged these segments of teaching that we then extracted as individual files, resulting in more than 1750 video clips ranging in length from a few seconds to several minutes. We then selected only the clips that were less than one minute long to capture brief, isolated teaching behaviors, reducing the total number to about 1200 clips. Two students independently rated these clips on a 3-point scale where 0 = *Not a clear example*, 1 = *Visible example that could be used*, and 2 = *Excellent example*. We then selected clips that both students rated as excellent examples, reducing the number to a manageable 96 files. Finally, the first author reviewed these clips, selecting only the clips that he thought were exemplary and had suitable video and audio quality. Furthermore, some video clips illustrated more than one quality, and these were placed into one category that it best exemplified (except for one that appears in both *Flexible* and *Realistic* categories). The final cut contained 73 videos totaling approximately 35 minutes of viewing time.

Because of the small minority population on our campuses, we had only one known minority faculty member volunteer for the initial taping, but he did not consent for public release of his teaching video. The proportion of men who initially volunteered to participate (56%) was slightly greater than that of women, and this ratio was similar across the subsample of participants who gave consent for public release of their videos (59%).

¹ We recorded from more faculty members as part of the original project, but this number represents those who gave additional consent for public dissemination of their videos.



Faculty shown in the final selection of videos consented to online posting of their videos provided that (a) no poor examples of teaching would be posted, (b) no identifiable information would be displayed (other than what is in the video itself), (c) comments from viewers would be moderated before posting, and (d) if online ratings of a video fall below a neutral average value (after at least three ratings), the video would be removed from the online video library.

Viewing Video Clips of Elements of Master Teaching on YouTube

Although OTRP is the primary gateway for access to these videos, the links may be shared with others provided acknowledgement is given to their source.

The videos are organized on YouTube.com as playlists, by category, with links below:

Youtube Channel Home: https://www.youtube.com/channel/UCCTnwa740Kp3UFpCFxf_aEA

1. [Approachable/Personable](#) (11 clips)
2. [Creative and Interesting](#) (9 clips)
3. [Encourages and Cares for Students](#) (10 clips)
4. [Enthusiastic About Teaching and About Topic](#) (14 clips)
5. [Flexible/Open-Minded](#) (3 clips)
6. [Knowledgeable About Subject Matter](#) (12 clips)
7. [Realistic Expectations of Students/Fair Testing and Grading](#) (4 clips)
8. [Respectful](#) (11 clips)

It was more difficult to find exemplary clips in Categories 5 and 7 because they often deal with course administration and grading, which is typically incorporated into the syllabus and discussed at the beginning of the semester. Furthermore, the majority of clips are limited to lecture-style format of teaching in undergraduate courses. Table 1 specifies the clip length, course discipline, course level, and specific behaviors pertaining to each clip.

The ratio of men to women is similar in five of the eight TBC categories. The exceptions are Encouraging, Enthusiastic, and Realistic Expectations, in which men are represented more. We attribute this primarily to random chance in our relatively small sample, although it may reflect

small gender influences on student evaluation of teaching (for review, see Basow & Martin, 2012). We wish to emphasize that these clips were created with a focus on specific behaviors rather than the demographics of the instructor who performed them.

Evaluation of Video Clips

After viewing each video clip, viewers may use the built-in YouTube functions of commenting on the video clip (pending moderator approval) or clicking on the “Like” or “Dislike” rating button. By doing so, additional reliability of these clips will be established over time as Internet visitors agree or disagree with the selection and categorization of the video clips.

Concluding Comments and Application

Some viewers may be expecting to see video clips from master teachers. Although some of the instructors have teaching award credentials, participation was not contingent upon teaching ability. Furthermore, the behaviors listed in the TBC are not an exhaustive list of behaviors that demonstrate quality teaching (B. Buskist, personal communication, September 4, 2013).

We highlight two important conclusions:

1. Average teachers can display elements of master teaching. What might set apart average teachers from master teachers is the unique combination of an instructor’s personality with a particular pattern of exemplary teaching behaviors (B. Buskist, personal communication, September 4, 2013).
2. Behaviors associated with elements of master teaching are relatively simple to implement (e.g., smiling, inviting questions). The emphasis on teaching behaviors carries an underlying assumption that these behaviors are modifiable, thus offering hope for teachers who desire to improve their teaching.

We hope that these videos will be incorporated into teaching seminars, graduate student training, faculty development efforts, and research studies on the impact of viewing elements of master teaching behaviors. The authors would appreciate notification of any such use.

Acknowledgements

Related research on the reliability of student ratings of all eight master teaching qualities (using different video clips than shown here) is described in Landrum and Stowell (2013).

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