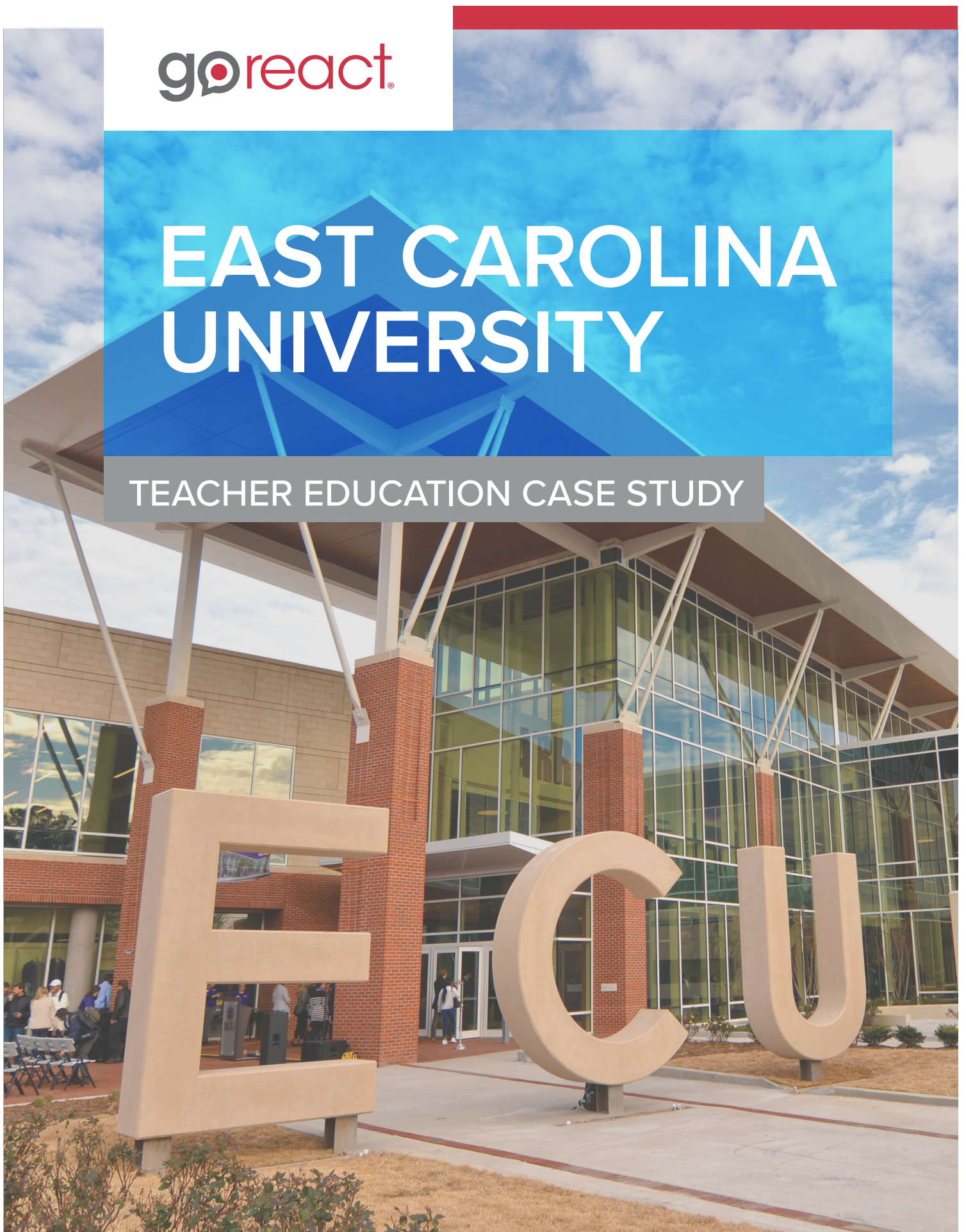




EAST CAROLINA UNIVERSITY

TEACHER EDUCATION CASE STUDY



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HOW TECHNOLOGY PRODUCES EXCEPTIONAL TEACHERS IN RURAL AREAS

The U.S. national teacher shortage isn't a secret. A recent Gallup poll reported that superintendents view recruiting and retaining quality teachers as their biggest challenge.¹

This challenge is often most acute in rural and low-income areas.²

In North Carolina alone, over 10,000 new teachers will be needed to meet projections through 2020.³ That makes overcoming the teacher shortage in the rural, eastern part of the state particularly difficult.

Yet against the odds East Carolina University's College of Education (COE)

fulfills the University's mission: "to be a national model for student success, public service and regional transformation."

They accomplish this mission by being one of the top producers of educational professionals in a state with a teacher shortage. Impressively they orchestrate over 2,500 practicum placements in a single year for their rural area.

A national model for student success, public service and regional transformation.

—ECU Mission Statement



One of the many reasons for the College of Education's success is investing in innovative education technology to serve the needs of their students.

Challenges for ECU

In the past, faculty at the COE—like assistant professor Dr. Christina Tschida—felt overwhelmed.

First, large numbers of practicum students serve in many rural schools in the surrounding areas of ECU every semester. Dr. Christina Tschida, an associate professor in the Elementary and Middle Grades department, works with junior students who spend one day a week in the schools. They have large class sizes where it's not uncommon to have 20–25 students in a single practicum course.

“It may not sound like a lot until you get those 24 students out into a practicum setting. You're in one school and they're all teaching on the same day, often at the same time. It makes my job of getting around to observe them very difficult.”

Second, with a large number of courses and programs offered online, ECU also works with practicum placements across the state.

COE practicum students are in over 350 different schools in over 70 districts across the state, especially in more rural areas of eastern North Carolina.



Greenway Bridge near Greenville, North Carolina.

Dr. Tschida explains, “When we talk about eastern North Carolina, it's a very rural, low-income area. We place student teachers across this area as well as other districts across the state. It's not uncommon for our students to be in the mountains of North Carolina, which is five hours away.”

“Having large practicum class sizes or student teachers who are two, three hours out from ECU makes it very difficult to do observations,” summarizes Dr. Tschida.

Searching for a Solution

To effectively observe the high number of placements in schools across the state, Dr. Tschida and colleagues knew that video was the answer.

Yet finding the right innovative video technology proved difficult.

The tools available were cumbersome as students struggled with video compatibility, file size issues, and lack of user-friendly features.



“We were fielding tons of questions. By the time issues got sorted out, the faculty member didn’t even get to see the video.”

—Dr. Holly Fales

Dr. Holly Fales, Director of Assessment, Data Management, and Digital Learning at ECU, explains, “We were fielding a lot of questions about issues uploading videos. By the time those issues were sorted out, the faculty member didn’t even get to see the video.”

And that’s when Dr. Joy Stapleton and Dr. Tschida discovered GoReact.

Finding the Answer

GoReact’s easy-to-use design and seamless technology makes it painless for

Teacher Candidate Coaching Reflection Survey

Survey Question



Responses



1. Was the feedback on your teaching video useful?

Useful/Very Useful

88.4%

2. How effective was your coach in developing on enhancing your teaching skills and practices during this coaching session?

Effective/Very Effective

84%

3. How beneficial do you consider this experience in developing or enhancing your teaching skills and best practices for teaching and learning?

Beneficial/Very Beneficial

81.5%

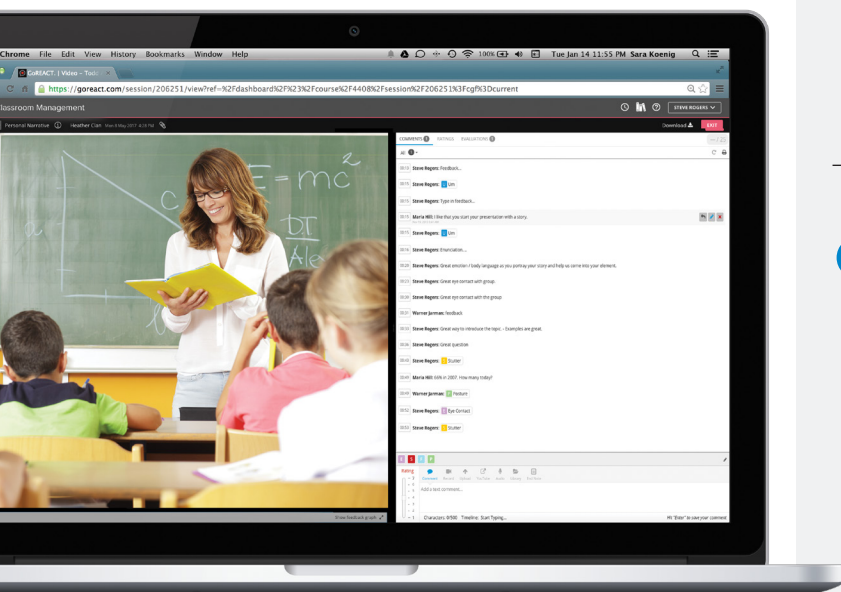
“Partnering Principal and Teacher Candidates: Exploring a Virtual Coaching Model in Teaching Education,” page 506

teacher candidates to upload videos and receive prompt feedback.

Along with resolving the technical headaches, GoReact integrates markers and time-coded feedback within student teacher videos. This was key for faculty who were looking to provide more effective feedback to teacher candidates and student teachers. At the time, Dr. Tschida was working with other faculty to study more effective ways to provide coaching and feedback to teacher candidates.

They believed that GoReact's unique time-coded feedback feature would improve feedback for student teaching videos, and they were right. Their study found that 88% of the student teachers found the feedback in the teaching video useful.⁴

In her publication, she explains that “through [GoReact's] annotation tools,



Problems GoReact Solves

✓ Easy to upload videos

GoReact removes ECU's former issues uploading videos: the software automatically compresses video, and it's compatible with almost a dozen file types.

✓ Time-coded feedback

Students and instructors can make time-coded comments directly in the video. Comments are easily accessible because they're in context of the video.

✓ Helpful resources and support

GoReact's support page, representatives, personalized training courses, online resources, and one-pager documents make technical problems rare and easy to fix.

✓ Reaches remote areas

GoReact allows instructors to observe candidates in rural and remote areas of North Carolina, minimizing the heavy burden of travel on supervisors and faculty.

the candidate was able to see the exact moment the instructor was responding to, further solidifying the connection between practice and feedback.”

The results are impressive, and it was the quantifiable results that allowed additional faculty to introduce GoReact in their program areas and move toward implementation on a larger scale.

Through the annotation tools, the candidate was able to see the exact moment the instructor was responding to, further solidifying the connection between practice and feedback.⁵

Improved Self-Reflection

Along with more effective feedback, GoReact also facilitates a noticeable improvement in student reflections. Before GoReact, students may have used a video recording and provided reflections in a word document. These limited tools produced reflections that were superficial as they mostly relied on memory instead of time-coded evidence.

Instructors like Dr. Tschida witnessed a remarkable improvement as students utilized specific evidence within their reflections.

“GoReact has created a space for our students to really learn how to reflect in strong ways—more sophisticated ways,”

says Dr. Tschida. And they have the numbers to prove it.



GoReact has created a space for our students to really learn how to reflect in strong ways—more sophisticated ways.

—Dr. Christina Tschida

In a recent study, students were asked to do their reflection assignment using GoReact, and 78% of students rated the assignment as extremely or very important to developing their skills as teachers.⁶

According to Dr. Fales, noteworthy improvements in self-reflection also better prepare students for meeting edTPA standards:

“Students have to take edTPA for licensure—that’s a program requirement—and the reflection piece is huge. The whole assessment is teaching and then reflecting on what they did. The assessment requires in-depth reflection on teaching practices and student learning. When teacher candidates develop those skills early in the program, they are able to apply them to their edTPA assessment.”

Looking to the Future

Today GoReact has spread by word of mouth through the entire College of

Education at East Carolina University. The list of users grows each semester. Some of the program areas utilizing GoReact are elementary, reading, math, science, and history. It's even spreading outside the college into education prep programs like art, music, and Birth-K.

**“Oh yeah, GoReact.
We love GoReact!”**
—ECU Students

And as the College of Education uses GoReact more, students also begin using this tool earlier in their education.

So this year when Dr. Tschida went to teach junior students how to upload videos to GoReact, the entire class replied knowingly, “Oh yeah, GoReact. We love GoReact!”

Sources

¹<https://www.gallup.com/education/241151/gallup-k-12-superintendent-report-2018.aspx>

²https://www.washingtonpost.com/news/answer-sheet/wp/2018/05/18/teacher-shortages-are-especially-acute-in-rural-areas-heres-one-solution-in-colorado/?utm_term=.4ba6402c2186

³<https://education.ecu.edu/teach/>

⁴“Partnering Principal and Teacher Candidates: Exploring a Virtual Coaching Model in Teacher Education,” page 506

⁵“Using Video Capture and Annotation Technology to Strengthen Reflective Practices and Feedback in Educator Preparation,” page 13

⁶“Using Video Capture and Annotation Technology to Strengthen Reflective Practice and Feedback in Educator Preparation,” page 12

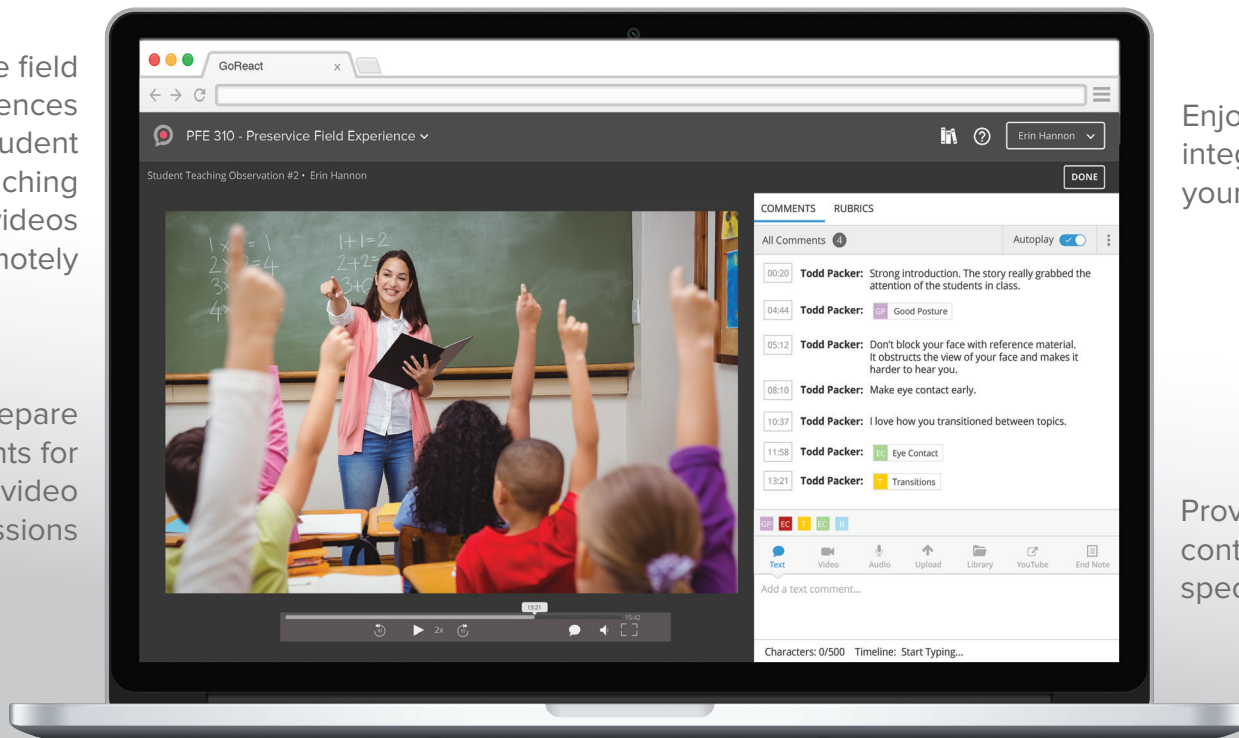


OBSERVATIONS

in the CLOUD

Observe field experiences and student teaching videos remotely

Prepare students for edTPA video submissions



Enjoy seamless integration with your LMS

Provide contextual, specific feedback



One-touch webcam and mobile recording

Use equipment you already have, such as a webcam or smartphone.



Enter time-coded comments & feedback

Commenting auto-pauses video playback.



Simple review and fast improvement

Future teachers see comments alongside their video.

goreact

Learn more
GoReact.com/teachers