

Self-Evaluation of Video Presentation

Self-Evaluation of Video Presentation—First Assignment

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Self-Evaluation of Teaching

1. What went well in this lesson? Why?

It was a true joy to lead this class session. The students were a bit slow to get engaged, but that improved as the class progressed. Their participation helped to ensure the various thoughts were being grasped, could then be applied in their group triads, and later as they move into the role of professionals. The use of the slide presentation helped to keep my presentation on track and provided visuals for the students to keep up with where we were throughout our conversation. Further, the participation of the class helped to bring out content I had not considered. This helped to reenforce the review segment, as well as, when introducing the main skill of Paraphrasing.

2. What problems did I experience? Why?

I had one to many slides and an additional video. This was not really a problem because it was a reinforcer of previous content but I decided with Dr. Parker that the students needed that time to meet in their triad groups. I also forgot about giving the students a five-minute break in the middle. Dr. Parker stepped in and gave them the break. I really wish there was a better way to share slides and still be able to see the students faces. I tried to log in on two computers, but Teams would not allow me to log in twice. Further, I would also like to be able to present the Power Point in presentation mode to gain the use of building slides, but doing this would have prevented me from seeing any students. It still went well but overcoming these small things could make it a bit better.

3. Was it “student centered”? Should it have been?

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I did my best to make it “student centered” when appropriate. On the review portion I drew out comments from the class to assist in the review. When I presented the new information on Paraphrasing, I did some lecture and then followed up with bringing the class back into the discussion. I believe whether a class should be “student centered” is a style choice but having students involved ensures the comprehension of the class content.

4. What could I have done differently?

After being able to observe Debbie’s and Zach’s videos from previous weeks, they look like they have been teaching their whole lives. The primary thing I saw that needed improvement were aspects that should come with time and as I teach more and more. One time a student brought up the SOLER acronym and I could not recall what it is. Thankfully, I was able to get the student to expound on it and was able to work through it in real time and with only minimal distraction.

5. What did I learn from this experience that will help me in the future?

I learned that teaching students is indeed a joy, especially when I stop and consider the various conversations they will have with clients and knowing I had a small part in helping the students get to the goal of being professional helpers.

6. Preparation and research: Was I well prepared? - What could I have done differently?

Dr. Parker commented that I did well and had a lot of great content. I worked hard to know the chapter and general information about Paraphrasing. I had a Power Point that flowed well and allowed for a track to run on and to help get the students involved. I was able to make several direct comments from content in the textbook and let the students know that is where it came from if they needed to reference it later. I believed before, during and after the reviewing of the video that I was indeed well prepared. It was difficult to know who was talking when I asked for

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comments because of the way Teams does the screen when doing a presentation. In the future, I may ask students to say, “this is...” as they make comments to help keep it straight. This can also help ensure that all students, rather than the same few, are participating.

7. Written plan: Was I organized? Did the written format work? Is there a better form?

I used my Power Point to keep me on track. I knew we wanted to leave about 30 minutes at the end for triad group time, so I wanted to keep the review to about half the available time (45 minutes) and the new topic, Paraphrasing, to the other half (about 45 minutes). I was able to stay almost dead on this timeline which I was glad to see that I managed the time well. For me, I believe the form I used worked well and will likely be the style I utilize until I discover one that seems better.

8. Presentation: Were the students involved? Was I clear in my presentation? How was the pacing?

The students were very involved with our discussion. It started a bit slow, but as a couple participated, other joined in as well. When I went back and reviewed the video, it appeared to me that the class was indeed tracking with what was being delivered. The few people I could see were nodding their heads and smiling throughout the class, in addition to making comments. Generally, it was good, but there were a few moments when I would have done well to remain silent. In some of these moments I used a few stumbler remarks (e.g., yea, yea, yea, etc.).

9. Assessment: Did my method of assessment measure what I wanted? How did the class do in terms of learning outcomes? What should I change for next time?

The oral feedback did indeed help to demonstrate that the students were with me in the conversation. The students made clear they had a good grasp on the information and would be

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able to adequately utilize it in their triad groups. A potential change would be to try and draw all students into the conversation to be sure those who may be a bit quieter are also grasping the content well.

10. What was your overall perspective of the experience?

Overall, I believe it was a good experience for all involved. I shared the thought in class that I consider how valuable other people's time is and the cost they have incurred to be in class. I did this as an encourager to be prepared for their clients as they move towards becoming professionals. I do my best to make sure that I am doing my part to make the best use of our time together and that they are learning valuable skills that will assist them as the work to become professional helpers themselves.