In education, video records of practice (VROP) of classrooms are commonly used as instructional resources for professional education as well as for research purposes. Education-focused repositories collect and curate these video records of practice to provide “detailed documentation of teaching and learning” (Bass et al, 2002, p. 79). Supplemental data – e.g. classroom artifacts – are often included with these videos as classroom artifacts providing additional context for the recorded events (Mace et al, 2007).

Supplemental data include:

- Student work
- Seating charts
- Lesson plans
- Transcripts
- Classroom photographs
- Lesson materials (e.g. textbook pages, homework assignments)

Research Questions

- Are there patterns in supplemental data usage among researchers, teachers, and those who use video records of practice (VROP) for both research and teaching?
- Is there a correlation between research and/or teaching objectives and supplemental data re-use?

Methodology

Surveys of 3 education data repositories conducted from July 2015-November 2016:

- 138 surveys completed (110 responses)
- Responses segmented into VROP users who are Teaching-only, Research-only, or who do both
- Data collected in Qualtrics and analyzed in R and SPSS

Findings

- 64.5% respondents use supplemental data occasionally (for a particular purpose)
- 28.6% respondents use supplemental data frequently (a major component of their work)

Supplemental Data By Primary VROP Use

<table>
<thead>
<tr>
<th>Supplemental Data</th>
<th>Teaching (n=53)</th>
<th>Research (n=15)</th>
<th>Research &amp; Teaching (n=42)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Work</td>
<td>33.33%</td>
<td>39.22%</td>
<td>49.02%</td>
</tr>
<tr>
<td>Seating Charts</td>
<td>33.33%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>48.78%</td>
<td>48.78%</td>
<td>48.78%</td>
</tr>
<tr>
<td>Transcripts</td>
<td>33.33%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Lesson Materials</td>
<td>22.62%</td>
<td>13.33%</td>
<td>16.67%</td>
</tr>
<tr>
<td>Classroom Photos</td>
<td>13.33%</td>
<td>13.33%</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

Supplemental Data User Contributions

- The subset of Teaching-only supplemental data users are the largest contributors to supplemental data use

Research and Teaching Objectives

<table>
<thead>
<tr>
<th>Supplemental Data</th>
<th>Student Work</th>
<th>Lesson Plans</th>
<th>Lesson Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>43.14%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Teaching</td>
<td>68.63%</td>
<td>50.98%</td>
<td>58.82%</td>
</tr>
<tr>
<td>Teaching &amp; Research</td>
<td>49.02%</td>
<td>33.33%</td>
<td>39.22%</td>
</tr>
</tbody>
</table>

VROP usage objectives met with supplemental data:

- > 50% of Research VROP users used these primary supplemental data for Analysis
- > 50% of Teaching VROP users used these primary supplemental data to Show as Examples and for students to Engage in Reflection

Implications

- Based on usage patterns of Lesson Plans, Lesson Materials, and Student Work by both Teacher Educators and Education Researchers, education data repositories should prioritize the collection of these supplemental data types.
- There are links between certain VROP objectives and the supplemental data used that data repositories should be aware of in order to support their designated users.

References