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The effects of video viewing on preservice teachers' classroom activity : normative versus developmentalist approaches

Literature review

The effects of video viewing

<p style="text-align: center;">+++</p> <ul style="list-style-type: none"> Increase motivation Optimize selective attention and knowledge-based reasoning (professional vision) 	<p style="text-align: center;">+</p> <ul style="list-style-type: none"> Improve classroom practices <p style="text-align: center;">++</p> <p style="text-align: center;">-</p> <p style="text-align: center;">Indirect evidence</p> <ul style="list-style-type: none"> Written commentaries Transcript of teacher discussions Questionnaires <p style="text-align: center;">Direct evidence</p> <ul style="list-style-type: none"> Self-confrontation interviews
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Instructional approaches

<p style="text-align: center;">“Normative” approach (NA)</p> <ul style="list-style-type: none"> What to do in the classroom Direct guidance initially 	<p style="text-align: center;">“Developmentalist” approach (DA)</p> <ul style="list-style-type: none"> How to interpret and reflect on classroom practices Indirect guidance and social learning
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1. Does video viewing improve preservice teachers' classroom activity ?

2. Do instructional approaches influence the effects of video viewing ?

Research issues

Method

Participants : preservice teachers (PTs) during their induction year



NA Versus DA

Iterative course
Guided activity

Open environment
Autonomous activity

Data collection and analysis

- Self-confrontation interviews
- Highlighting of “situated” PTs' professional knowledge (i.e effectively used *in situ*)

Physical education

Their own classes

Theoretical framework

NA : Ostensive teaching (1)

1. Ostensive teaching

Viewing videos of unknown teacher activity

Meanings of the rules* are taught so that PTs can make sense of their experience

Within the framework of collective action theory, this learning occurs during “ostensive teaching” (Wittgenstein, 1996), by which trainers teach the meaning of professional acts and actions that are presented as exemplary

*Rules have been agreed upon by consensus within the community and ought to be followed by members of the community

2. Explanations

Viewing videos of unknown teacher activity

PTs need explanations of how the learned rules can be used

A period for “explanation” (Wittgenstein, 1996) and “critical debate” (Williams, 1999) is important. The trainers teach ostensibly by providing multiple examples of the rules

3. Help in Following the Rules

Viewing videos of one's own practice and peer activity

PTs need help in following the rules so that they have a broader understanding and range of activity in the classroom

When PTs decide to follow the rules learned in professional development settings, they extend the meaningful connections and the usefulness of the rules, as well as expanding their own understanding of the rules (e.g. the PT will adapt the follow-up of the rule according to their pupils: the delivery of the instruction being shorter and simplified with underachieving pupils)

DA : Enaction (3)

Spaces for encouraged actions

In that kind of enactive technological approach, educational situation design consists in creating a “space for encouraged actions” (Durand & Poizat, in press) resulting from the arrangement of the environment in such a way that : (i) the trainees' usual or habitual activity is no longer fully adequate, (ii) they therefore perceive that shifts or reorientations are needed, and (iii) the long-lasting transformations likely to be found in the environment can be initiated

PTs used the NeoPass@ction platform (4) alone, without any human mediation, i.e. tutoring or instructions. They used autonomously a video-based device dedicated to a typical professional situation : beginning the course and getting students to work, characterized by a video exemplification (classroom situations and interviews) of an ordered variation of dispositions to act in teaching (perceptions, concerns, meaning of one's actions and values)

Results

With both normative and developmental approaches, we highlighted that video viewing improve PTs' classroom activity :

- Provided that PTs' professional concerns “resonate” with what they are viewing :**
 - NA :
 - PTs use in their classrooms what they learned ostensibly through video viewing ;
 - Nevertheless, they sometimes use non-taught elements resulting from an autonomous activity, oriented by their concerns and unexpected by the trainers
 - DA :
 - An immersive process allows the PTs to live a vicarious and fictional experience ;
 - The fictional experience allows a resonance between own professional concerns and professional issue perceived in the observed classroom situation ;
 - The resonance initiates an inquiry activity, oriented by and resulting in the elaboration of a new way to act
- Provided that PTs adopt, adapt or invent a new way to act from what they viewed :**
 - NA :
 - Guiding viewing (trainers) enables the PTs to elaborate a singular and fonctionnal way to use what has been taught through video viewing
 - DA :
 - The technological mediation of the video device (videos of classroom, comments, and complementary textual resources) enables the PTS to elaborate, alone, a new way to act ;
 - Nevertheless, PTs sometimes have difficulties to elaborate alone a new way to act : that can generate frustration and contribute to preclude professional development

Discussion

- Isolating the specific effets of the video among the other elements of the teacher education is methodologically complex ;
- Research on video effects may not focus exclusively on PTs' classroom activity but also on other dimensions of their work (preparation and planning of the course, meetings with other teachers and other school actors, etc.) and/or on the activity of their students ;
- Training programs should institutionalize some times and spaces to encourage and help PTs investigate the job, and video can be an effective means to support this end