



VideoWeb

Video-based e-learning environment
Video sequences from real classrooms (max 4 mins)
Context information (incl. worksheets used, course book pages etc.)
Questions and tasks
Complementary theoretical materials (e.g. on teacher questions)
Expert comments

The Aim of VideoWeb

Help prospective teachers develop their professional vision, especially their knowledge-based reasoning.

Professional vision

First used by Goodwin (1994) to describe discursive practices “used by members of a profession to shape events in the domain subject to their professional scrutiny” (p. 606).

Two components – noticing and knowledge-based reasoning (Sherin, 2007, p. 384; Seidel et al., 2010, p. 297)

Noticing – identification of salient features of a situation relevant for the success of pedagogical action.

Knowledge-based reasoning – the process of reasoning about a situation that is closely connected to teachers' professional knowledge and encompasses (ideally all of) the following sub-processes:

- o *describing* – conscious attention (on internal level basic summary of facts/realizing facts)
- o *interpreting* – making sense of the situation, drawing conclusions about features that are not directly observable
- o *explaining* – using theoretical principles and previous knowledge to understand the situation
- o *predicting* – estimating the consequences of teacher's actions and of the situation itself (for student learning, motivation etc.)
- o *evaluating* – adopting positive or negative stance towards the situation, own action etc.
- o *contemplating alternative* courses of action (Minaříková & Janík, 2012)

Who is VideoWeb for?

Prospective teachers of English as a foreign language studying at the Faculty of Education, Masaryk University to gain or further their qualification

Why VideoWeb?

Teacher education should proceed from low-risk activities (such as data collection and analysis) to higher-risk activities (such as microteaching; Wallace, 1991).

Observation should help prospective teachers get acquainted with classroom situation, develop an “observational feel” and consolidate the terminology that is needed to talk about teaching and learning.

Observations help prospective teachers conceptualize “what goes on in a (second language) classroom” (Day, 1990, p. 43).

Compulsory class observations as a part of their preparation for teaching practice, but not enough teacher educators to discuss these observations with the student teachers

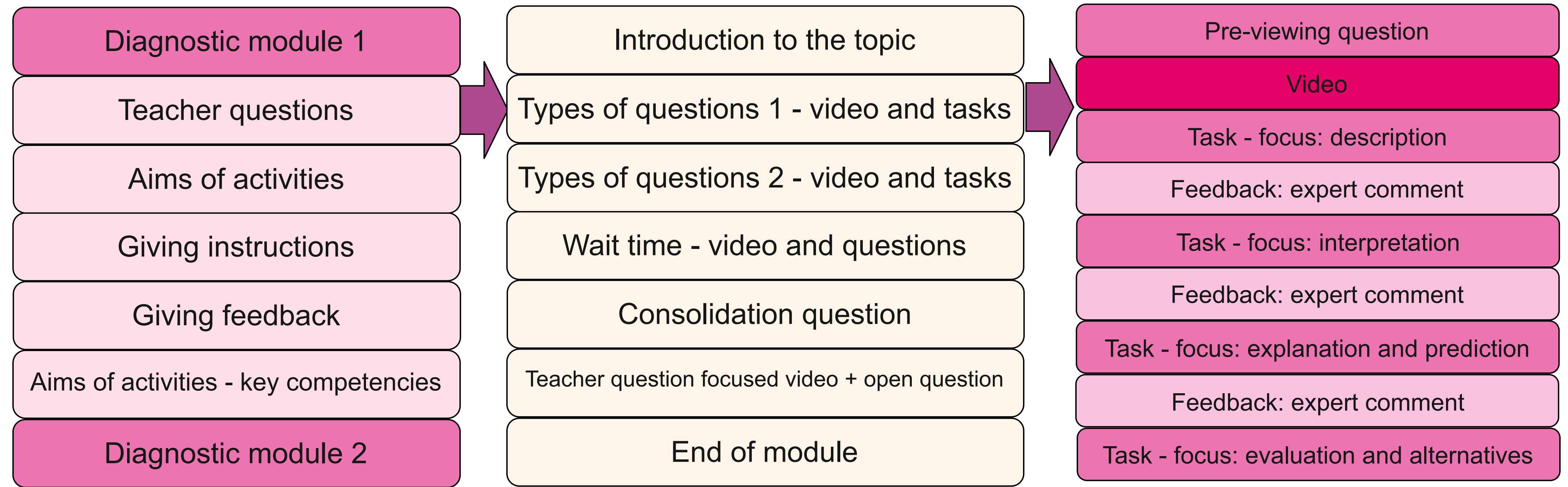
Functions of observation seem not to be fulfilled if there is no one to discuss what was seen with.

Prospective teachers can easily get lost in the complexity of the situation and may focus on rather unimportant issues (Van Den Berg, 2001).

Video as a tool to bring observations from classrooms to university grounds



VideoWeb Structure • 2 diagnostic modules (for research purposes) • 5 topic-based intervention modules
VideoWeb as an e-learning environment forms the basis of an optional one-semester course at the English Department at the Faculty of Education, Masaryk University. Students work independently online throughout the semester. Each module is open for two weeks only to ensure that students work on the modules continuously.



This extract is taken from the start of a conversation lesson (taught by a native speaker) in a maturity preparation class at a gymnasium. The teacher had introduced the activity, which is a formal debate in two teams. The teams have to agree or disagree with the proposition "Factories are ignorant, but our ignorance is worse". The students knew the topic beforehand and had a chance to prepare their arguments before the lesson.



Please comment on the classroom situation you have just observed (at least 100 words). You can watch the video as many times as you need.

Answer:

The introduction seemed to be very nice and relaxed and the teacher knew what he was doing. First he divided the class into 2 teams and decided which team will be AGREE and which DISAGREE team. Then he flipped a coin and a team could decide if they'll go first or second. He had mentioned pros and cons of going first. He also mentioned that it was harder to disagree than to agree. The introduction was very nice. However, it was very teacher-centered. Perhaps, he could have asked students some questions about the advantages and disadvantages of going first or agreeing or disagreeing or also about what is on the sides of the coin. Otherwise it was very nice.

Figure 1. Sample VideoWeb task and student's answer.

Research questions

1. How do student teachers evaluate the videosequences used in the Videoweb?
2. How do student teachers evaluate the tasks and questions connected to the videosequences?
3. How do student teachers evaluate the expert comments and theoretical material provided?
4. How do student teachers evaluate the work with Videoweb in general and its relevance for their studies and future professional life?

Research sample

- 13 students completed the whole course and answered the questionnaire
- Average age 27 (22 - 38); 5 men, 8 women
- All students of a TEFL programme (single or double subject), 6 at Bc. level, 7 at MA. level
- 6 of them attended more than 6 semesters of didactics classes
- 6 of them have teaching experience (besides their university teaching practice)

Acceptance questionnaire

- 50 Likert-type items; 4-point scales (absolutely agree - agree - disagree - absolutely disagree)
- Cronbach's alpha $\alpha = 0.89$
- Normal distribution (Shapiro-Wilk test; $W = 0.98, p = 0.95$)
- Overall score 1.8

Selected results

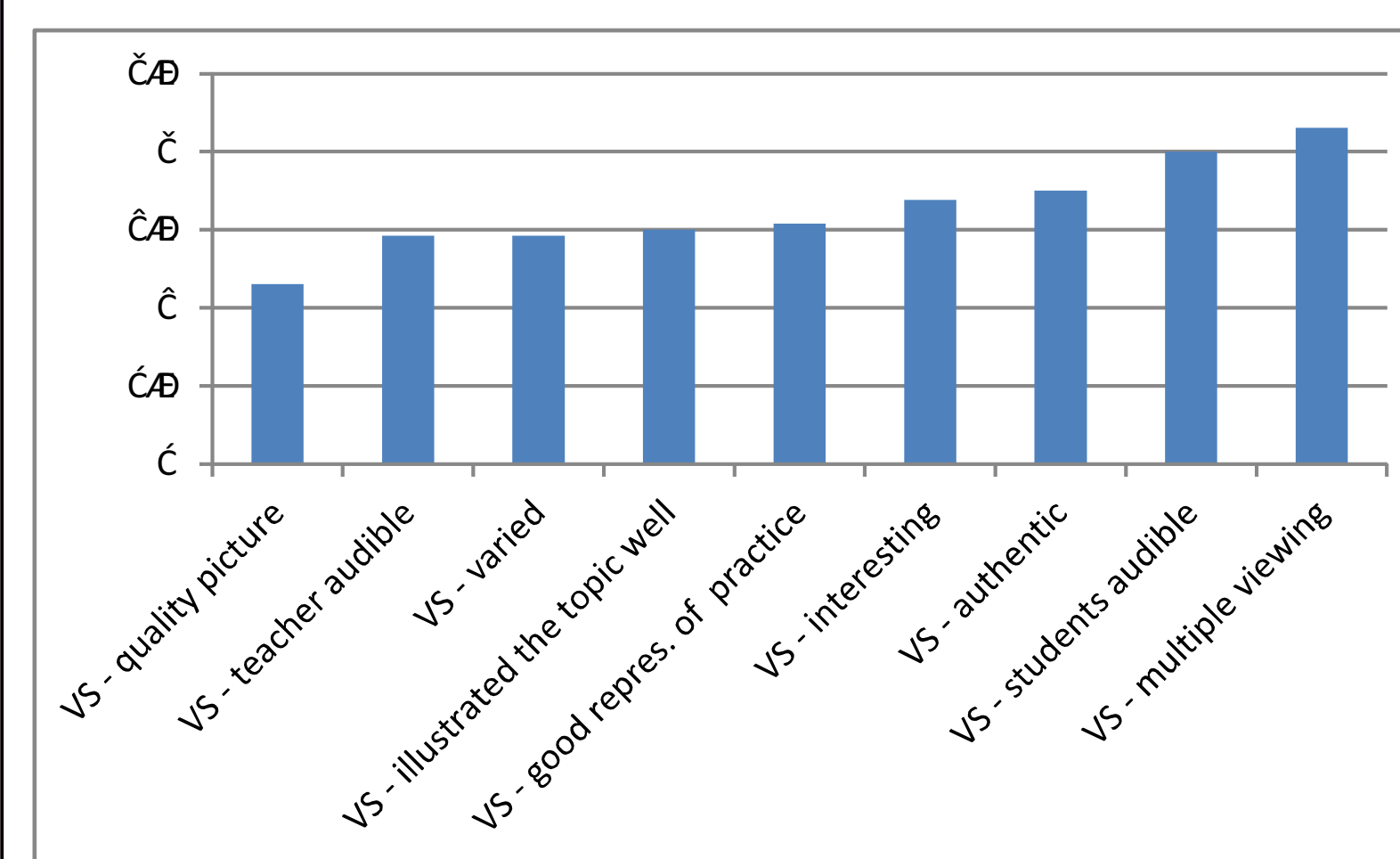


Figure 2. Average students' answers regarding video sequences (VS = video sequences; 1=absolutely agree, 2=agree, 3=disagree, 4=absolutely disagree).

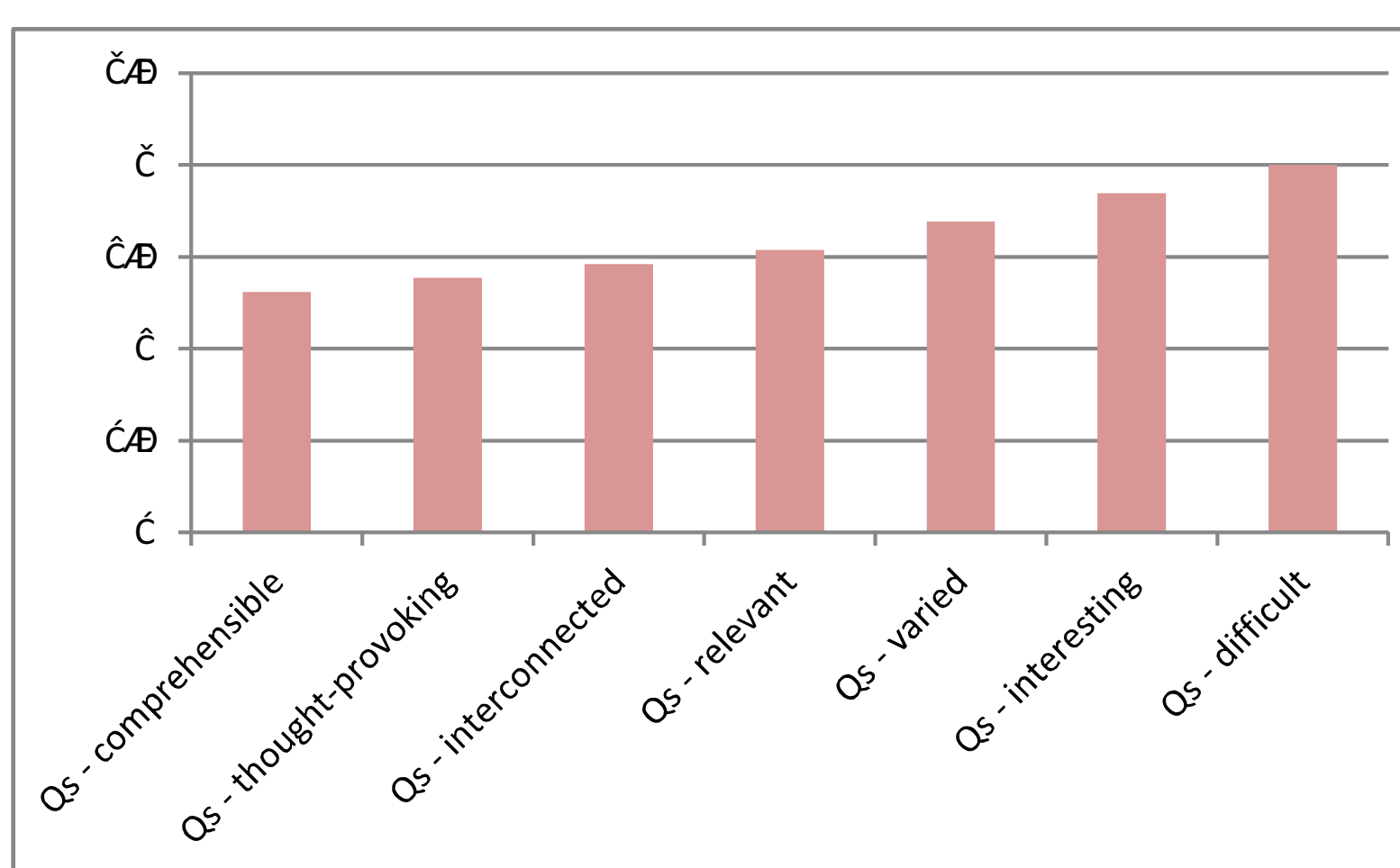


Figure 3. Average students' answers regarding questions and tasks (Qs=questions; 1=absolutely agree, 2=agree, 3=disagree, 4=absolutely disagree).

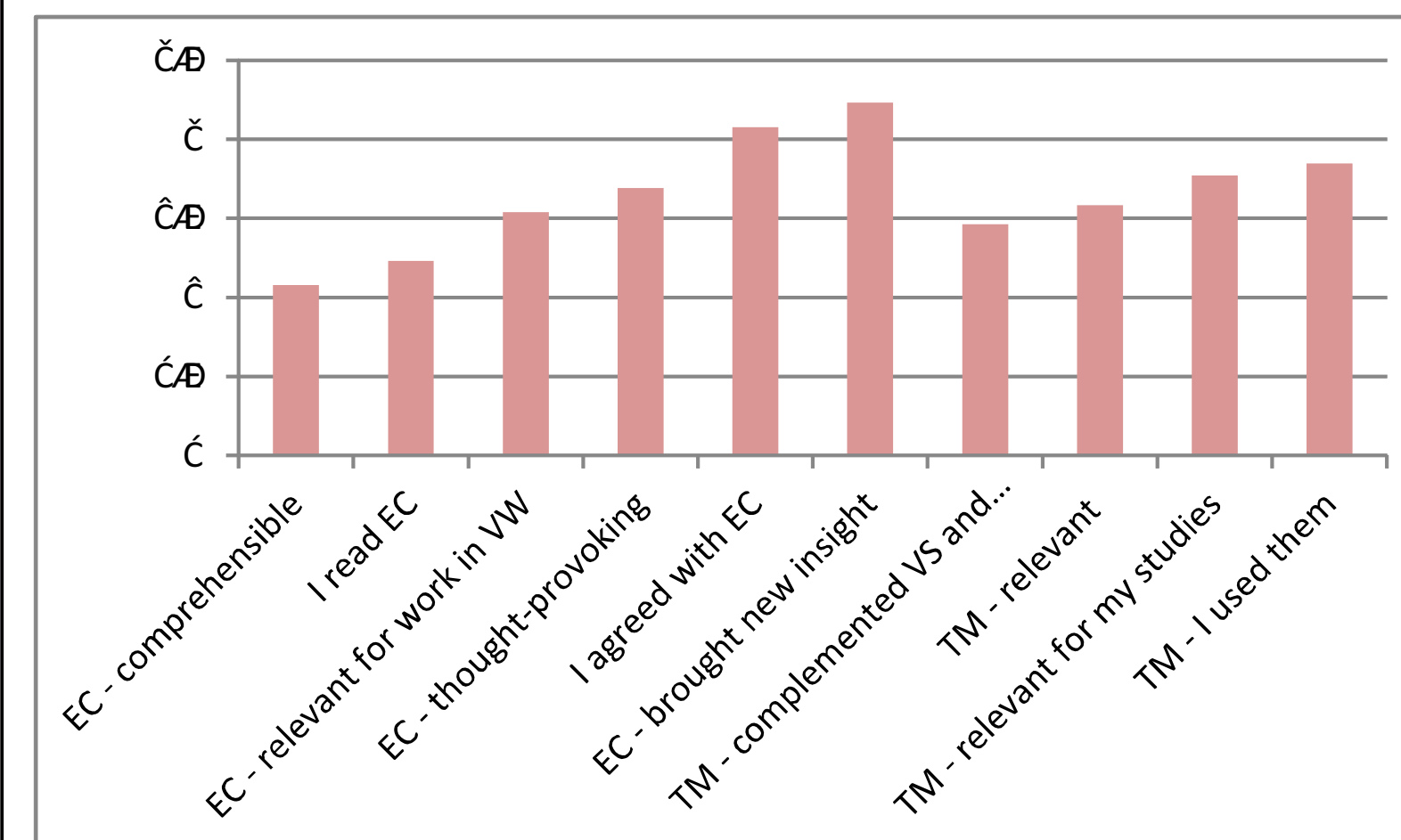


Figure 4. Average students' answers regarding expert comments and theoretical materials (EC=expert comments, TM=theoretical materials; 1=absolutely agree, 2=agree, 3=disagree, 4=absolutely disagree).

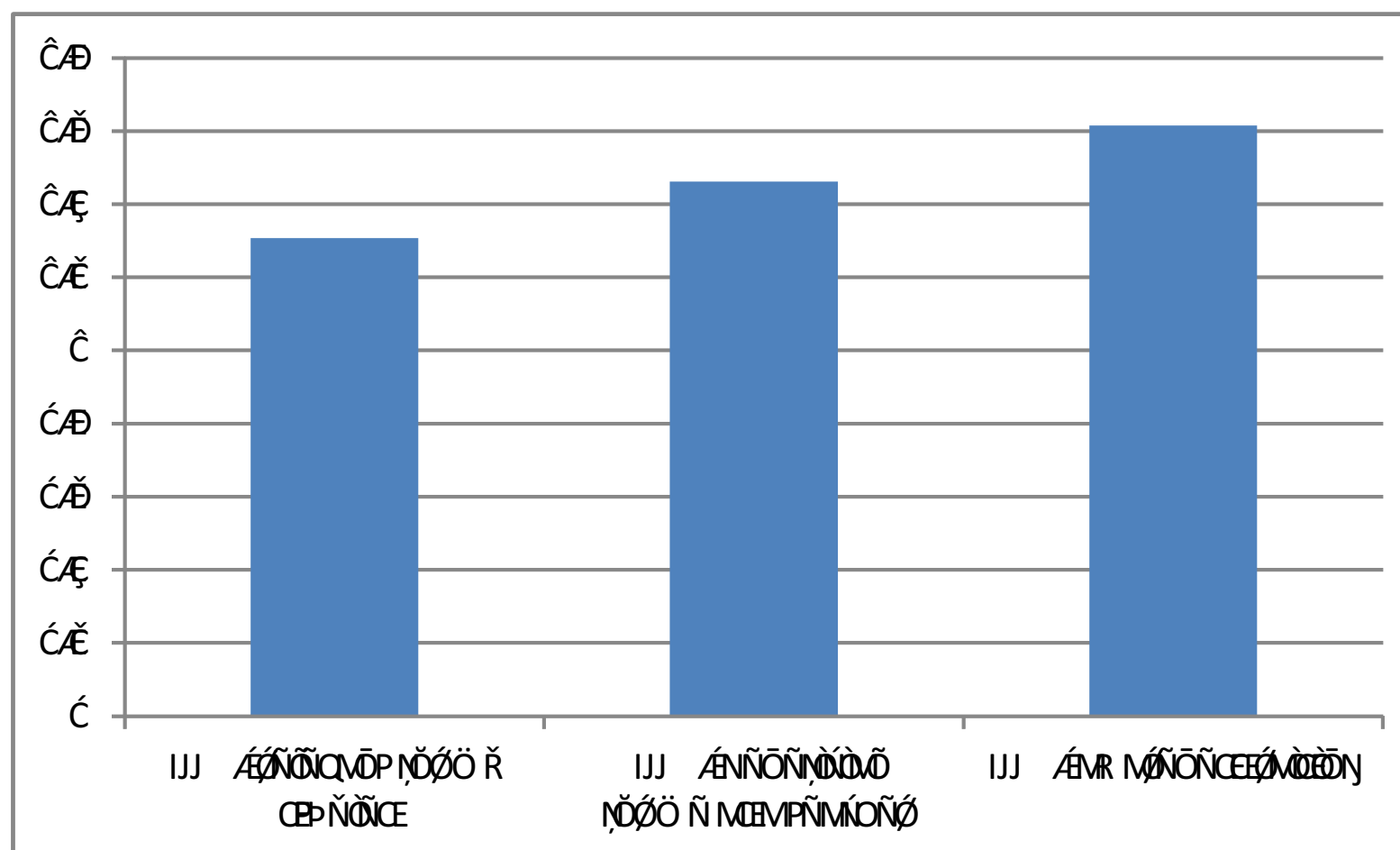


Figure 4. Average students' answers regarding the perceived relevance of VideoWeb as a whole (VW=VideoWeb; 1=absolutely agree, 2=agree, 3=disagree, 4=absolutely disagree).

Discussion

The presented results suggest that student teachers from the Faculty of Education at Masaryk University in Brno are in favour of using VideoWeb as a part of their studies. They view it as relevant for both their studies and their role as a teacher. Further work might be needed to make the expert comments more thought-provoking. It would also be beneficial to encourage the students to react to expert comments (and to each others' comments) in the module forum. Multiple viewings of the video sequences should also be promoted more as research suggests that they go hand in hand with deeper reflection and analysis (e.g. Tůma, 2012). The presented results should, however, be interpreted cautiously due to the limited research sample. Both students' acceptance and VideoWeb usability to achieve its aim need to be researched further.

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