

# Using video to explore professional vision of prospective teachers of English as a foreign language

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# Overview

- Introduction
- ProfiVi Study
  - Professional vision
  - Research questions
  - Methodology
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  - Discussion

# Working on teachers' competencies...

Professional  
action

Professional  
vision

Professional  
knowledge

# Video in research on teacher competencies

- Enable to study teachers' perception / knowledge closely tied to action
- Capture the multidimensionality, complexity, simultaneity of teaching situations
- Provide rich data – (re)analyses from different perspectives possible
- Can be slowed down – fine-grain analysis

# Video in research on teacher competencies

Professional  
action

Professional  
vision

Sherin, 2007

Professional  
knowledge

Kersting et al., 2012

# Video in research on teacher competencies

Professional  
action

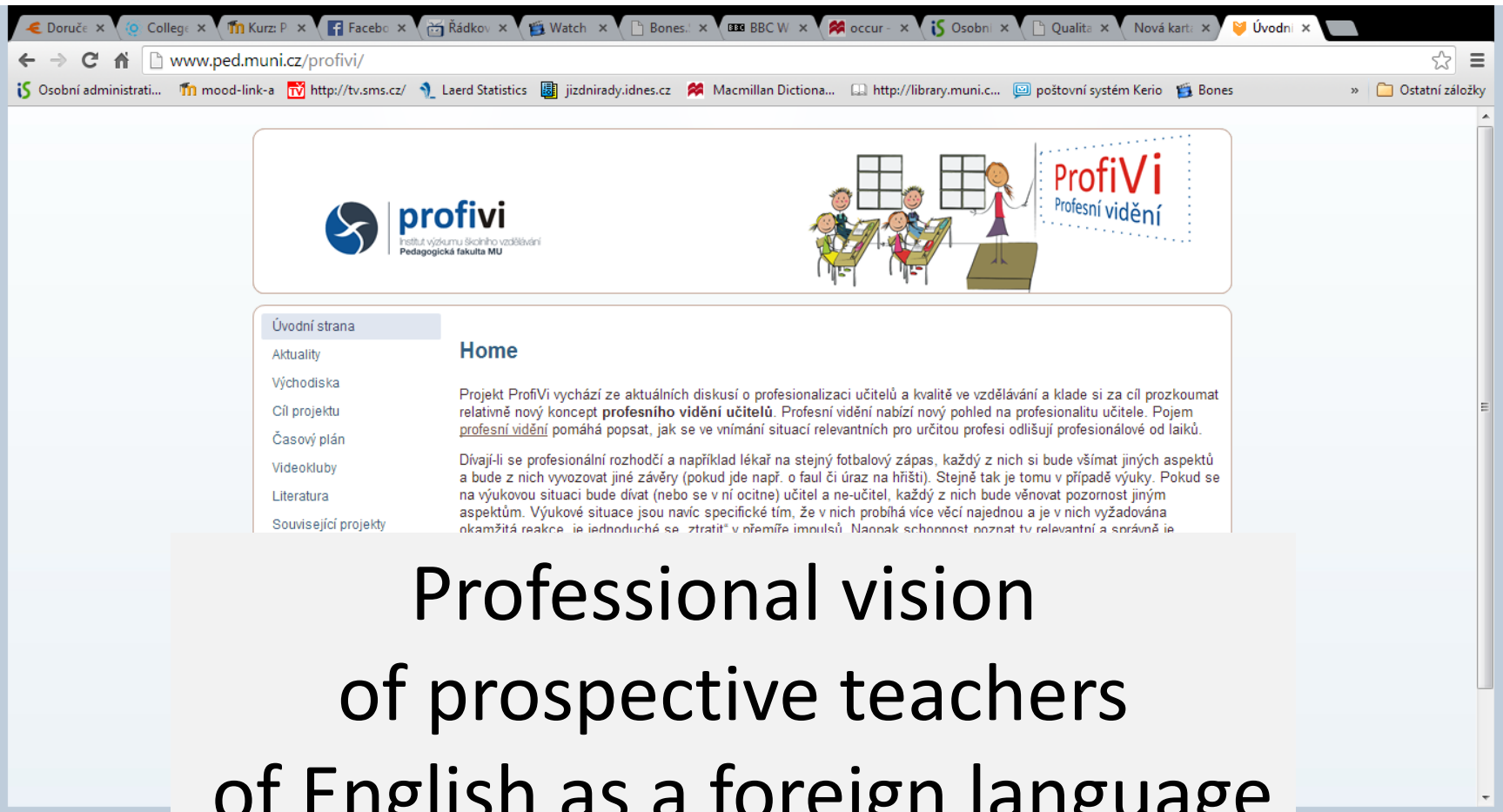
Professional  
vision

Sherin, 2007

Professional  
knowledge

Kersting et al., 2012

# ProfiVi Study



The screenshot shows the website [www.ped.muni.cz/profivi/](http://www.ped.muni.cz/profivi/). The page features the ProfiVi logo (Institut výzkumu školního vzdělávání Pedagogická fakulta MU) and an illustration of a teacher and students. A navigation menu on the left includes: Úvodní strana, Aktuality, Východiska, Cíl projektu, Časový plán, Videokluby, Literatura, and Související projekty. The main content area is titled "Home" and contains the following text:

Projekt ProfiVi vychází ze aktuálních diskusí o profesionalizaci učitelů a kvalitě ve vzdělávání a klade si za cíl prozkoumat relativně nový koncept **profesního vidění učitelů**. Profesní vidění nabízí nový pohled na profesionalitu učitele. Pojem **profesní vidění** pomáhá popsat, jak se ve vnímání situací relevantních pro určitou profesi odlišují profesionálové od laiků.

Dívají-li se profesionální rozhodčí a například lékař na stejný fotbalový zápas, každý z nich si bude všimnout jiných aspektů a bude z nich vyvozovat jiné závěry (pokud jde např. o faul či úraz na hřišti). Stejně tak je tomu v případě výuky. Pokud se na výukovou situaci bude dívat (nebo se v ní ocitne) učitel a ne-učitel, každý z nich bude věnovat pozornost jiným aspektům. Výukové situace jsou navíc specifické tím, že v nich probíhá více věcí najednou a je v nich vyžadována okamžitá reakce, je jednoduché se ztratit v přemíře impulsů. Nannak schopnost poznat ty relevantní a správně je

## Professional vision of prospective teachers of English as a foreign language

# Professional vision

- Based on knowledge
- Informs action – adaptive teaching
- Two-fold
  - Teachers – „doers“
    - Tied to action, need for immediate response
  - Teachers – observers
    - Watching myself, watching others; time to think
    - Professional vision more deliberate

(Sherin et al., 2008)



# Professional vision – research

In action

(Sherin et al., 2008)

On action

(Sherin, 2007)

Own video

(Seidel et al., 2011)

Video of others

(Seidel et al., 2011)

Mathematics

(Sherin, 2007)

Comparing subj.

(Seidel et al., 2011)

Foreign  
languages

Other subject

Interviews

(Sherin, 2007)

Online –  
rating items

(Seidel et al.,  
2011)

Online –  
open questions  
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# Professional vision

- Selective attention
  - What teachers pay attention to
- Knowledge-based reasoning
  - How they reason about it; following subprocesses
    - Describing
    - Interpreting
    - Explaining
    - Predicting
    - Evaluating
    - Suggesting alternatives

# Research questions

- What is the nature of prospective teachers' professional vision?

Knowledge-based reasoning

Selective attention

# Methodology

- Research sample
  - 37 prospective EFL teachers
- Data collection
  - Video-based e-learning environment
  - 4 videosequences – general task
- Data analysis
  - Qualitative content analysis
  - Concept-driven coding frame (Cohen's Kappa 0.85)

1

Marks: 1

This extract is taken from an English lesson in kvinta at an 8-year gymnázium (corresponds to the 1<sup>st</sup> year of a 4-year gymnázium). It is a group of 10 intermediate students. You will see the beginning of the lesson.



Flash video

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:

Trebuchet 1 (8 pt) Lang

**B** *I* U  $\frac{x}{y}$   $x^2$   $x^y$

Path:



# Results – subprocesses of knowledge-based reasoning

	Video A	Video B	Video C	Video D
<b>Description</b>	36.30(1.97)	36.55(2.87)	32.40(3.00)	37.45(2.79)
<b>Interpretation</b>	23.20(1.95)	26.25(2.01)	27.76(2.00)	28.68(2.35)
<b>Explanation</b>	6.74(1.50)	9.75(1.75)	12.82(2.05)	8.03(2.18)
<b>Prediction</b>	2.23(0.60)	1.49(0.50)	5.02(1.39)	2.49(0.64)
<b>Evaluation</b>	23.69(1.29)	12.81(1.30)	16.21(1.74)	16.00(1.51)
<b>Alternatives</b>	5.30(1.16)	10.45(1.55)	4.03(1.17)	3.18(0.89)

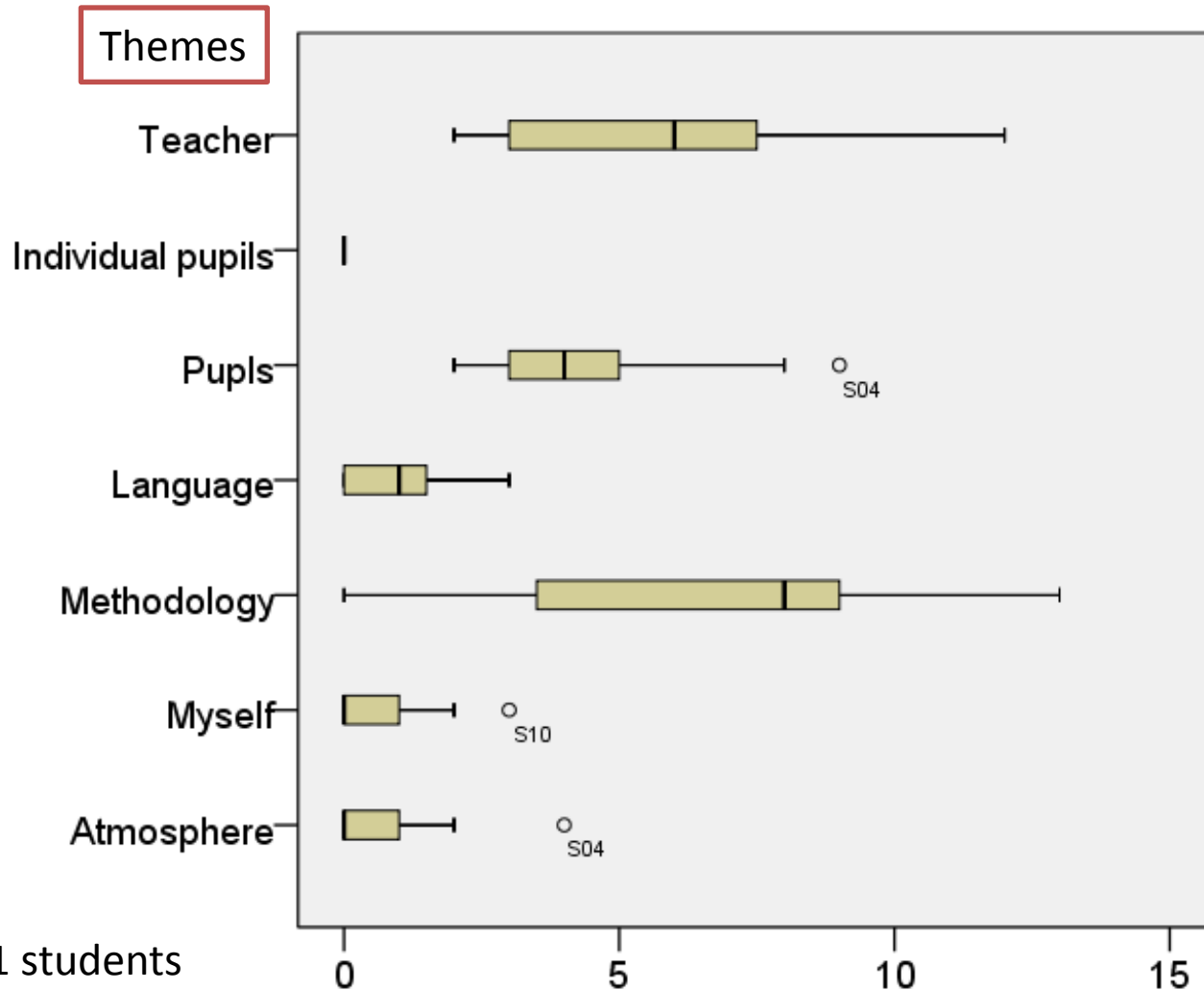
# Results – sequence of subprocesses

## Alternative

Organised according to **themes** – as they came to respondents' minds.  
More demanding cognitive processes (e.g. alteration) **before** less demanding (e.g. description).



# Results – selective attention



Number of occurrences

# Discussion

- Prospective teachers' comments are mainly descriptive
- Comments organized according to themes
- Focus on teacher and methodology
- Subsequent analysis needed to establish what themes are addressed in teachers' comments
- And how different subprocesses relate

Thank you  
for your kind attention!

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# Dg Modul 1; Student 03; Video B

- She could check once again who is student A and B. I am not surprised that the students had problems with who is who. The instructions concerning the grouping were really really quick and almost unnoticeable. Then she seemed surprised that students did not follow for a while. Maybe she could explain again.
- The teacher seemed in a hurry. I am not sure what the school bell meant as they did not react to it.
- She started switching to Czech maybe because of time again.
- Even though there probably was a lead in to the activity, there could have been a demo of this one. I would have checked the understanding of what they should do.