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Educational Research Review

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Review

Video viewing in teacher education and professional development: A literature review



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ARTICLE INFO

Article history:

Received 20 August 2014

Received in revised form 29 May 2015

Accepted 26 June 2015

Available online 2 July 2015

Keywords:

Video viewing

Teacher education

Professional development

Preservice teacher

Inservice teacher

Literature review

ABSTRACT

This article reviews the international literature on video viewing in teacher education and professional development. Two hundred and fifty-five articles were collected, summarized and categorized using a conceptualization that includes four aspects: teachers' activity as they view a classroom video, the objectives of video viewing, the types of videos viewed, and the effects of video viewing on teacher education and professional development. The findings in each of these aspects suggested three main questions that may profitably guide future research: How can teaching teachers to identify and interpret relevant classroom events on video clips improve their capacity to perform the same activities in the classroom? How can we best articulate the diverse objectives of video viewing and the diverse types of videos in teacher education and professional development programs? How can we create a "continuum" between teacher education programs and professional development programs in such a way that video viewing becomes a routine, familiar professional practice able to produce the desired effects over the course of an entire teaching career?

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1. Introduction

This review of the research literature reveals that video viewing has been increasingly employed over the past 10 years in the education of preservice teachers (PTs) and the professional development of inservice teachers (ITs), in all subject areas, at all grade levels, and all over the world. Video viewing to train PTs and ITs has become a significant part of teacher education and professional development programs on nearly every continent (Table 1). Videos have been used to train PTs and ITs in a wide range of subject areas (Table 2). Moreover, video viewing is used today to prepare both primary (e.g., Llinares & Valls, 2010) and secondary school teachers (e.g., Santagata, 2009).

The literature presents three main reasons for the growing reliance on videos in teacher education and professional development. First, videos give PTs and ITs greater access to classroom events than classic observation (Ball & Cohen, 1999; Welsch & Devlin, 2006) without sacrificing “authenticity” (Lemke, 2007; Roche & Gal-Petitfaux, 2014; Sherin, 2004; Spiro, Collins, & Ramchandran, 2007). This method thus constitutes a choice “artifact of practice” (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Llinares & Valls, 2009) that creates a link between the traditional theoretical education at the university and classroom practice (Cannings & Talley, 2003; Karsenti & Collin, 2011; Richardson & Kile, 1999; Wang, 2013). Second, technical progress has greatly facilitated video viewing (Calandra & Rich, 2014; Sherin, 2004). Digitalization, vastly improved storage capacities, and sophisticated software have all contributed to the development of video in the framework of professional practice analysis (Brunvand, 2010; Goldman, 2007). Last, video viewing is increasingly used as a means to facilitate the implementation of institutional reforms (Wang & Hartley, 2003). In the United States, for example, studies about video viewing have contributed to the analysis of certain classroom events targeted by reforms and, in this sense, have lent these

Table 1

Examples of studies on video viewing in teacher education and professional development by continent and country.

Continents	Countries	Examples of studies	
Asia	China	Wang, 2013	
	Hong Kong	Yung, Wong, Cheng, Hui, & Hodson, 2007	
	Republic of Korea	Siry & Martin, 2014	
	Republic of Singapore	Fang, 2010	
	Taiwan	Liu, 2012	
	The United Arab Emirates	Alsawaie & Alghazo, 2010	
	Turkey	Koc, 2011	
	Europe	Belgium	Vifquin, 2014
		Czech republic	Janík et al., 2009
		Denmark	Davidson & Vanderlinde, 2014
Finland		Kumpulainen, Toom, & Saalasti, 2012	
France		Leblanc & Ria, 2014	
Germany		Seidel & Stürmer, 2014	
Ireland		Harford, MacRuaric, & McCartan, 2010	
Israel		Michalsky, 2014	
Italy		Santagata & Angelici, 2010	
Luxembourg		Martin & Siry, 2012	
Norway		Dalehefte & Rieck, 2014	
Spain		Masats & Dooly, 2011	
Sweden		Harlin, 2014	
Switzerland	Lussi Borer & Muller, 2014		
The Netherlands	Brouwer, 2011a		
The UK	Marsh, Mitchell, & Adamczyk, 2009		
Oceania	Australia	Newhouse, Lane, & Brown, 2007	
	North America	Canada	Meyer, Lampron, & Gazé, 2014
The United States		Zhang, Lundeberg, Koehler, & Eberhardt, 2011	

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