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The use of Video annotation tools in teacher training

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Abstract

Video is a tool used for teacher reflection and teacher training. Hence video analysis supports the reflection and enhance of one's own teaching. There are scientific studies that evidence the use of video for reflection. However, there is little research on video- annotation tool in teacher education. The purpose of this paper is to determine how many scientific studies research the use of video annotations tools in teacher training. Thus, we review different papers of national and international databases. We compare and contrast studies of video annotation tools over time and articles indexing in databases. Findings indicate the evolution of the number of studies in this research area observable in the five last years. Finally, it is necessary to encourage scientific community to inquiry in this research field.

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Keywords: video annotation; reflective teaching; teacher education; ICT. Type your keywords here, separated by semicolons ;

1. Introduction

Video is very common in teacher training since they allow you to capture audiovisual images. The student or the teacher observes their own academic experience through this tool and they reflect on it in the classroom. It is a tool used by both teacher training and research. In the case of research, it is used as a tool to collect information. There is a relationship between the use of video and the reflection of teaching.

There are specific softwares to analyze video contents. The video annotation tools allow you to analyze video tapes more deeply. Some software, such as VideoAnt or EVA, allows you to note down any comment in any

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video fragment. Other tools, such as OVA, include a platform where users can make comments at the same time as other users do (Cebrián, Bartolomé, Cebrián-Robles, & Ruiz, 2015). Rich & Tripp (2011) provide ten essential keys that explain why choose a specific video annotation software. Monedero-Moya, Cebrián-Robles, & Desenne (2015) provide a comparison of characteristics of different video annotation tools.

The video annotations are related to the term of video analysis. Video annotation tools and video analysis help teacher and students on their reflection of their own teaching and learning experience, respectively (Rich, & Hannafin, 2009). The review of this study has focused on knowing the use of video annotations in the educational environment and its relationship with the reflection of teaching. The video annotations are frequently used in the field of physical education (Colasante, 2011) as well as the field of novice teachers (Ellis, McFadden, Anwar, & Roehrig, 2015; McFadden, Ellis, Anwar, & Roehrig, 2014; Anderson, Kennedy-Clark, & Galstaun, 2012). They are also aimed at working teachers (Chieu, Kosko, & Herbst, 2014; Wong & Reimann, 2009; Rich, & Hannafin, 2009; Burwell, 2010).

This work comes from the following question: are there scientific studies about video annotation tools in teacher education? The aim of this work is to review scientific works about video annotation tools in teacher education available in different national and international databases. Among the existing databases, Education Resources Information Center (ERIC), Web of Science (WOS), Scopus and Dialnet are selected in this work. Besides, the impact of the most important research works about video annotation tools in teacher education as well as their connection to the term “reflective teaching” are analysed. In order to select the most relevant studies, selection-inclusion criteria are defined and applied therefore.

The review of different works clarified our starting question. The video annotation tools are relatively new in the field of educational research. The interest towards this topic comes from the novelty of using tools to analyse teaching and its potential for the reflection of teaching. For this reason, this work is aimed at this topic. Besides, there are few studies in this field.

2. Method

According to the objectives of this review, three consecutive phases are performed: a) Develop a strategy for the literature research, b) Select studies that include the term reflective teaching, c) Categorization process.

a) Develop a strategy for the literature research. A strategy for the research is developed in first phase. We select scientific works published from 2006 to May 2016. The following keywords were used: video annotation and teacher education. Additionally, “video anotaciones”, in Spanish, was also included. Table 1 shows selection-inclusion criteria of this work.

Table 1. Selection-inclusion criteria of the studies.

Selection-inclusion criteria
Studies including video annotation and teacher education keywords
Studies published in last 10 years
Studies written in English or Spanish

The research strategy used for work collecting is shown in Table 2. This strategy’s aim is to review relevant and interesting studies for us. The selected documents include research articles and conference proceedings.

Table 2. Research strategy on national and international databases.

Database	Strategy of research	Period of time	Document results	Selected document results
ERIC	teacher education AND "video annotations"	Last 10 years	12	6
Scopus	(TITLE-ABS-KEY (video annotation) AND TITLE-ABS-KEY (teacher education)) AND SUBJAREA (mult OR arts OR busi OR deci OR econ OR	Last 10 years	19	6

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