



Reconsidering the use of video clubs for student-teachers' learning during field placement: Lessons drawn from a longitudinal multiple case study

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HIGHLIGHTS

- All participants benefited from the video club, but in different ways.
- These differences pertain both to the phases of lesson planning and enactment.
- The nature of STs' participation in the video-club sessions was different.
- Video-club participants should not be treated as an undifferentiated whole.
- More research on video-club differentiation is required.

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ABSTRACT

Although video clubs have been used to support (student) teachers' learning through reflection upon practice, less attention has been paid to their potential use for supporting changes in participants' practice over a period of time. Prior work has also largely treated (student) teachers as an undifferentiated whole that benefits in similar ways from video clubs. In this study, we problematize this assumption by drawing on three cases of student teachers to exemplify three different learning paths while participating in a video club during field placement. Reflecting on these findings, we discuss implications for differentiating the video-club approach to address different student teachers.

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1. Introduction

Video has long been making its way into teacher education programs, thus considerable empirical work on the use of video for learning has been conducted, be it for student teachers' (STs') training (Bower, Cavanagh, Moloney, & Dao, 2011; Gaudin & Chaliès, 2015; Lee & Wu, 2006; Rosaen et al., 2009) or for practicing teachers' professional development (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Gaudin & Chaliès, 2015; Rich & Hannafin, 2009). One particular approach of using videos in teacher education is

video clubs. Originally advanced by van Es and Sherin (2002), the idea of video clubs pertains to forming small groups of participants who meet regularly to watch, discuss, and reflect upon selected video excerpts from their teaching. However, most studies on video clubs focus on in-service teachers, not STs' learning, especially when it comes to improving their practice. Studies exploring this learning longitudinally, especially during field placement—when teaching occurs in authentic settings—seem to be scarce. Equally critically, most studies seem to consider (student) teachers—at least implicitly—as an undifferentiated whole, as a group which benefits from video clubs in similar ways.

Though indeed such benefits have been documented in the literature (see below), in this manuscript we reconsider this assumption of a “universal” benefit. Drawing on a longitudinal study of STs' participation in video clubs during field placement we ask:

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How similar or different are the learning paths of STs participating in a video club during field placement?

- a. How did their lesson planning and enactment change over this period?
- b. What did STs' participation in the video-club sessions look like over this period?

We consider these questions as tools in our adoption of a reflective stance, since in this manuscript we seek to consider implications for teacher educators' endeavors to support STs reflect upon their practice during field placement with video clubs. We thus aim at contributing to discussions around video clubs by developing a more nuanced understanding of how these might better serve both STs and teacher educators.

The remainder of this manuscript is organized into four sections. In the first, we review prior studies on the use of videos/video clubs in teacher education; in the second, we outline the methods pursued to answer our research questions. Next, we present the cases of the three STs, engage in a cross-case analysis to identify commonalities and differences between their learning paths, and analyze their participation in the video-club sessions. In the final section, we discuss the study's implications for video clubs in teacher education and for future research.

1.1. Using video (clubs) in teacher education

Video clubs represent a particular form of using videos to support (student) teacher learning. Hence, in the literature review below we first summarize the role of videos in teacher education and then focus on the role of video clubs in promoting (student) teacher learning.

1.1.1. Drawing on videos to support (student) teacher learning

Video use in (student) teachers' education has been seen as a rich and multilayered means for examining instruction (Haw & Hadfield, 2011; Lampert & Ball, 1998). By providing a "window to practice" (Zhang, Lundeberg, Koehler, & Eberhardt, 2011), video carries rich and contextual information about verbal and non-verbal class interactions around content (Brophy, 2004). Suspending action and holding it still for long enough (or replaying it often enough), videos can enhance nuanced analysis and reflection around manageable chunks of practice (Blomberg, Renkl, Sherin, Borko, & Seidel, 2013; Janik et al., 2009; Kleinknecht & Schneider, 2013; Lewis, 2008; Marsh & Mitchell, 2014). As Borko et al. (2008) contend, video records can highlight instructional aspects that might evade notice when carrying out a lesson, especially for STs who are not accustomed to the complexity of teaching. Coupled with different frameworks developed to scaffold teachers' analysis of teaching, video has become a catalyst for teachers' professional growth (Karsenty & Sherin, 2017).

Research that compared (student) teachers' reflection on teaching with and without videos provides empirical support to such claims. For example, Barnhart and van Es (2015) showed that secondary science STs who participated in a video-based course demonstrated, even three months after the course, higher sophistication in their attention, analysis, and responses to pupil thinking, compared to their counterparts who did not. STs who used videos for analysis were also shown to reflect more thoroughly on their teaching and to identify areas for improvement (e.g., Alsawaie & Alghazo, 2010; Lee & Wu, 2006). Moreover, video-viewing motivated STs to critically examine their beliefs and values about teaching and learning (e.g., Scott, Kucan, Correnti, & Miller, 2013; Tripp & Rich, 2012); it also enhanced STs' ability to scrutinize pupils' (inter)actions to consider their learning (Barnhart & van Es,

2015; Snoeyink, 2010). Additionally, video use in university courses supported the development of STs' knowledge about effective teaching (Stürmer, Könings, & Seidel, 2012) more so than "traditional" courses. Finally, one of the few studies that directly linked the effects of video use to STs' teaching (Gaudin, Flandin, Ria, & Chaliès, 2014) generated some evidence showing that video-viewing can have a positive impact on STs' practice. However, even in this case, the impact of video-viewing was not easily traced since it was one among many factors contributing to STs' practice.

In general, prior work has provided empirical evidence suggesting that videos can support STs in experimenting with what they have learned at the university in actual classroom settings, thus building practical knowledge (see Blomberg et al., 2013; Kleinknecht & Schneider, 2013). Videos can also serve as pedagogical "amplifiers" (Cummins, Brown, & Sayers, 2007) that stimulate STs' professional reflection (Brophy, 2004) and help them realize discrepancies between their intentions/beliefs and actions, thus triggering informed changes in their teaching (Danielowich, 2014). Unsurprisingly then, videos have been used in many universities around the world to support STs' education (Gelfuso & Dennis, 2017).

1.1.2. Using video clubs to support (student) teacher learning

Prior studies have shown the beneficial influence of video clubs, especially for in-service teachers. For example, video clubs have been found to support teachers to shift from an evaluative towards an interpretative stance and adopt an evidence-based approach in discussing teaching (Dobie & Anderson, 2015; Sherin & van Es, 2005; van Es & Sherin, 2002). Teachers' focus has also been documented to shift from what teachers do to also attending to pupils' (inter)actions. For example, after a year-long participation in video clubs, in-service teachers gradually treated pupils' ideas as worthy of inquiry (Sherin & van Es, 2009). By noticing and interpreting significant features of classroom interactions, these teachers started developing a "professional vision." Originally introduced by anthropologist Charles Goodwin (1994) to describe "socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group" (p. 606), this term was adapted for teacher education by Sherin (2001) to describe the ability to selectively attend to classroom events, identify significant components for teaching and learning, and interpret them based on teacher professional knowledge. In another study of hers (Sherin & Han, 2004), teachers were documented shifting a) from simply noticing pupils' ideas and actions to more thoroughly analyzing pupils' thinking, and b) from offering alternative strategies to those viewed to gradually understanding the teaching strategies used.¹

Although fewer studies seem to have focused on STs, these also document the potential of video clubs for supporting learning during initial teacher education. For example, in Johnson and Cotterman (2015), video-club participation was shown to contribute toward restructuring and developing STs' science content and teaching knowledge. Star and Strickland (2008) showed STs improving throughout a semester-long participation in video clubs. Whereas at the beginning these STs demonstrated limited observation skills attending primarily to issues of classroom management, by the end they developed a more multidimensional

¹ In the European context, Blomberg, Stürmer, and Seidel (2011) investigated STs' professional vision not in a video-club setting, but when watching video clips of various school subjects. Their investigation showed different professional visions among STs majoring in different subjects, but did not confirm their original assumption that STs would perform best when analyzing video clips of the school subject in which they major.

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