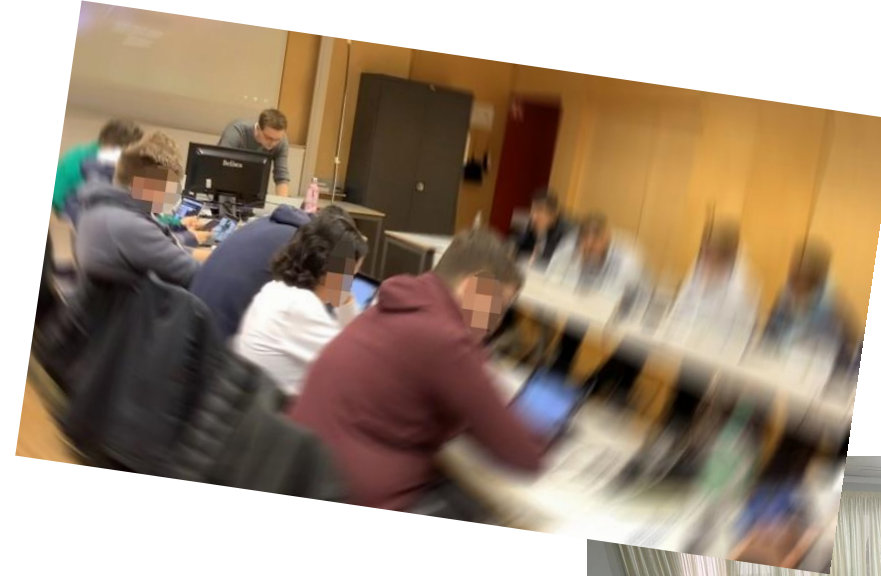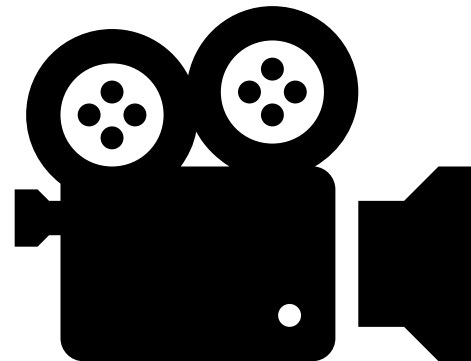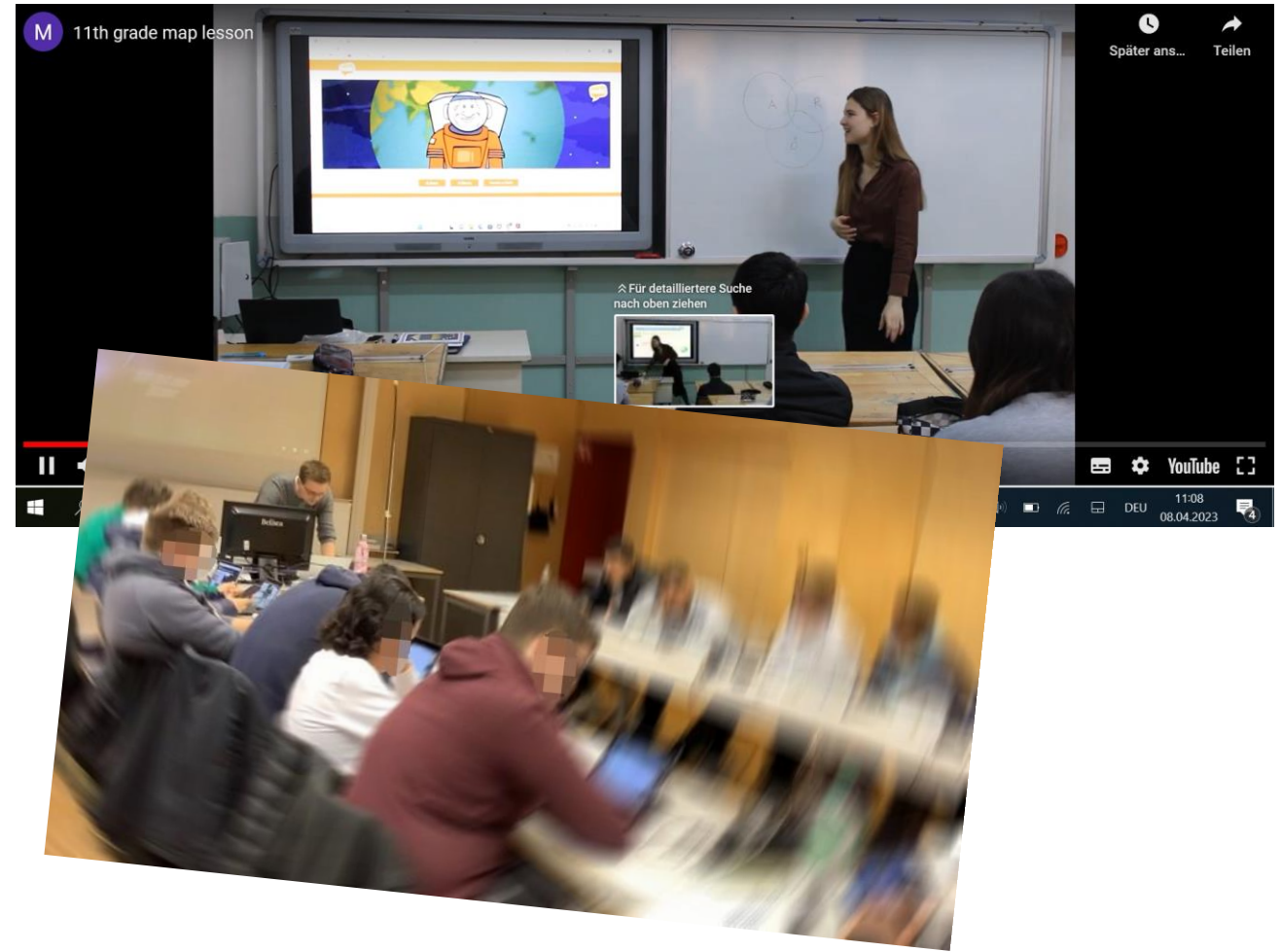# Classroom Videography in Teacher Training

Videography of lessons supports the professionalisation process of trainee teachers in terms of research-based and in-depth learning.

Videography in this context is explicitly not understood as a video-based assessment system (1).

cf: Bäuerlein, Kerstin; Fraefel, Urban: Ein Video-Portfolio zur summativen Überprüfung berufspraktischer Kompetenzen - In: Beiträge zur Lehrerinnen- und Lehrerbildung 34 (2016) 2, S. 212-218 - URN: urn:nbn:en:0111-pedocs-139441 - DOI: 10.25656/01:13944
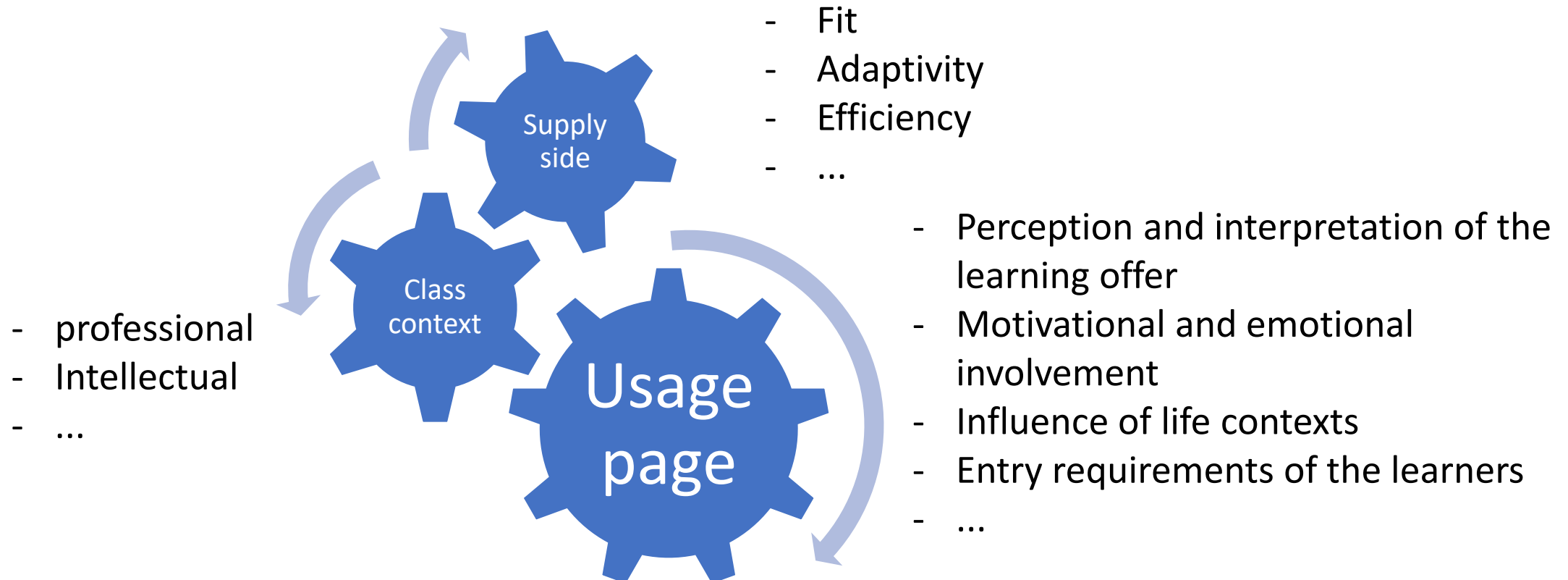
Integration into the professionalisation cycle for in-depth learning:

Professional teacher competence develops in a professional biographical context.

Videography enables the "transport" of professional experiences into the seminar events accompanying the training.

Professionalisation cycles as a basic structure of our teacher training

reflection, metacognition of theory-practice references

Explore
Professional experience and problems

Identify / Isolate
Development of questions and motivations

fundamentally important
→ Group process

Indivdually relevant

Search, Focus, Discuss
Scientific models and theories

Person-oriented counselling / coaching

Elaborate and Evaluate

Reflection, modification, general isation

Elaborate hypotheses
Develop and justify ideas for problem solving

Develop concepts
individual concepts, models, strategies

Testing
critically-experimentally modify individual professional practice

increasing
DEEP
(complexity, multi-perspectivity, multi-causality)

The complexity of teaching cannot be analysed in a sound way on the basis of a "cursory" lesson observation.

- Fit
- Adaptivity
- Efficiency
- ...

Supply side

Class context

Usage page

- professional
- Intellectual
- ...

- Perception and interpretation of the learning offer
- Motivational and emotional involvement
- Influence of life contexts
- Entry requirements of the learners
- ...

See: Dorlöchter, Heinz; Krüger, Ulrich; Stiller, Edwin; Wiebusch, Dieter: Unterricht im Diskurs - Ein Projekt zur Weiterentwicklung von Unterrichtsqualität am Landesinstitut für Schule, Soest. In: Seminar 4 / 2004, p. 127 ff.

Prerequisites for the competence development of prospective teachers include the ability and willingness to:

- Self-direction in the individual professionalisation process

- critical self-reflection

- distanced critical examination of one's own work in collegial discourse

Discussion of videotaped lessons within the framework of the international Working Meeting in Las Palmas, March 2023

This requires the development of a *new learning and working culture* as the indispensable basis for

- a continuous individual professional development process,

- the teaching development work in the course teams or areas of the vocational colleges.

Selective inspection of lessons ("classical" lesson or assessment visits) only achieve this to a certain extent.
or rather cause a blockage of continuous and self-directed reflection processes. Reflection on teaching is associated with examination situations.

... ziemlich Old School ...

We need a culture of =="open" teaching==

with ==collegial discourse== in relation to teaching quality
(= collaborative professionalisation)

for the joint further development of school ==teaching work in a team== (as part of innovative school development).

Videography of lessons with a well thought-out structural integration into the concepts of initial and in-service teacher training can make a valuable contribution here together with the use of adequate reflection tools.

Bausteine
der Seminardidaktik

Reflektieren
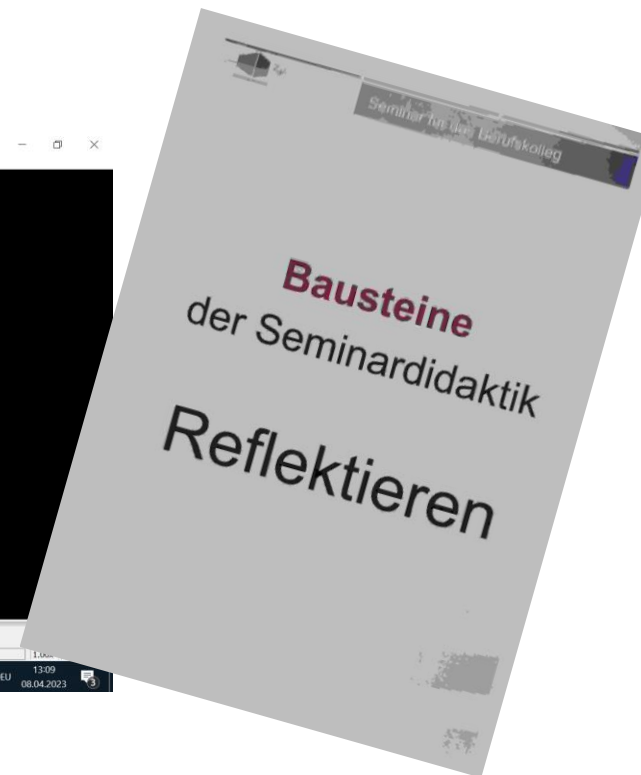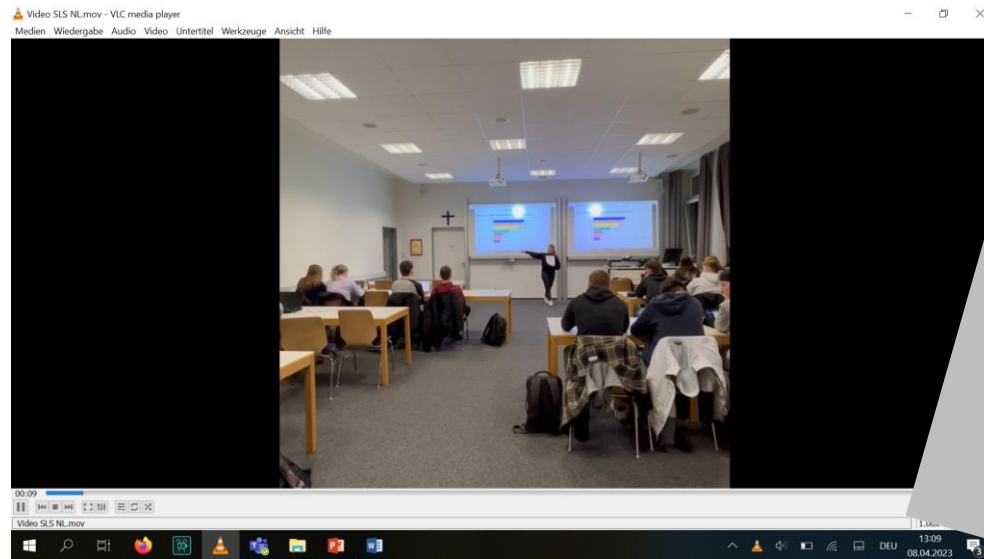
Use of videos in teacher training at the ZfsL

Goal: sustainable capacity building for teachers through reflection and targeted feedback

First steps and experiences in the use of videography in the context of lesson reflections already 15 years ago

Back then: a niche product

Today: Videos in teacher training receive more and more attention

We are on the way to anchoring video-based lesson reflection in teacher training on a broad scale.

Usage concepts for classroom videography

Suitability for entry: *external videos for* the analysis of didactic-methodical questions in training work

Analysis of teaching on the basis of observable and previously agreed characteristics

Use of the reflection structure with 4 phases by von Aufschnaiter (see below) for systematic lesson analysis: Describe, Interpret, Reason, Conclude.

Particular importance in this phase is attached to the prior modelling and the (still) intensive supervision by the seminar trainers.

cf: Dorlöchter, Heinz; Krüger, Ulrich; Stiller, Edwin; Wiebusch, Dieter: Unterricht im Diskurs - Ein Projekt zur Weiterentwicklung von Unterrichtsqualität am Landesinstitut für Schule, Soest. In: Seminar 4 / 2004, p. 127 ff.
s.a.: Thomas Perry , Peter Davies & Josephine Brady (2020): Using video clubs to develop teachers' thinking and practice in oral feedback and dialogic teaching, Cambridge Journal of Education, DOI: 10.1080/0305764X.2020.1752619, **link to this article:** https://doi.org/10.1080/0305764X.2020.1752619, viewed 7.4.2023
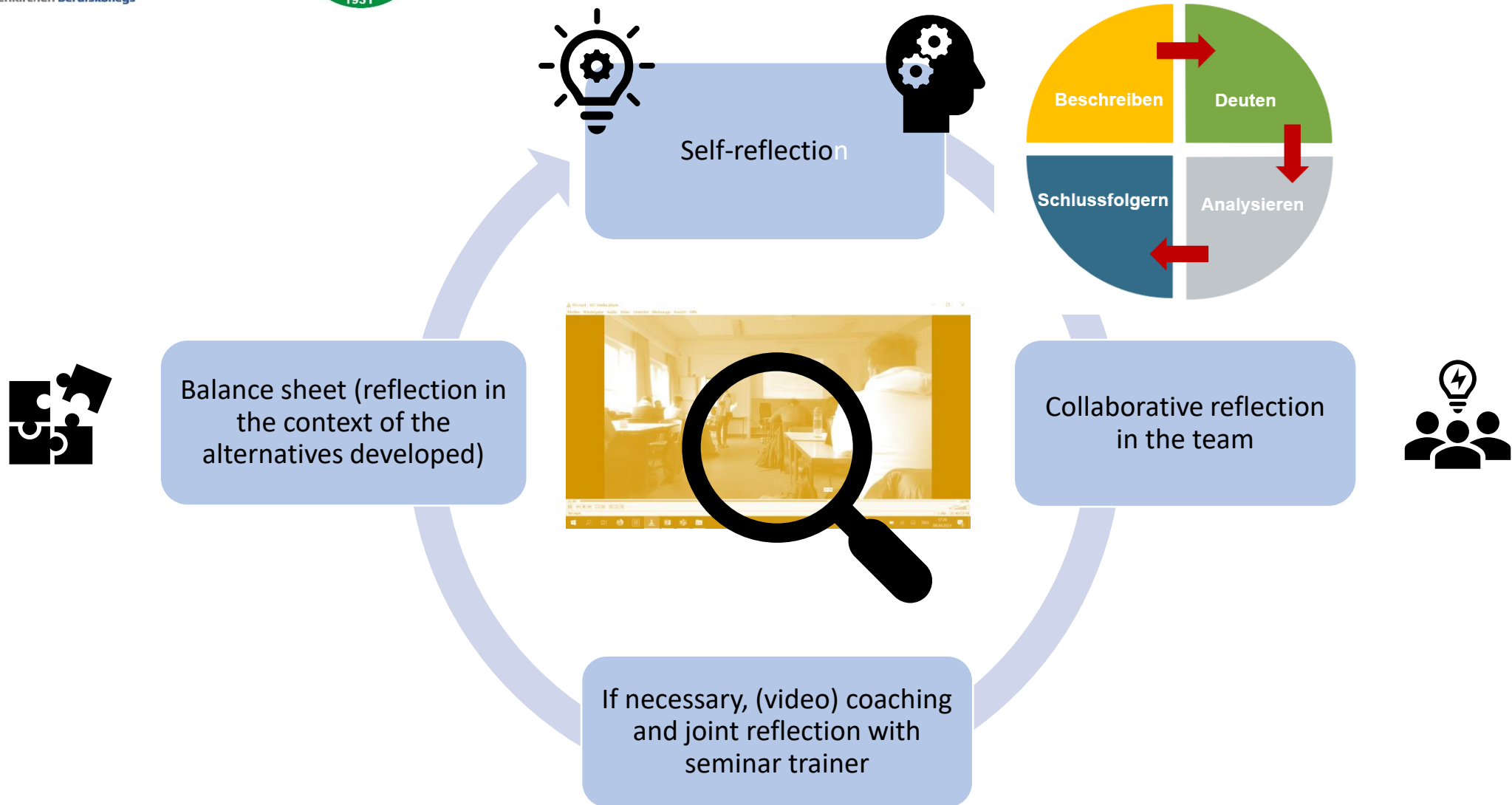cf.: Kleineknecht, Marc; Weber, Kira Elena: Unterricht theorie- und evidenzbasiert nalysieren und gestalten. The Leuphana concept of a teaching video-based teacher education, p. 129 ff.. In: Syring, Marcus; Weiß, Sabine (eds.): Lehrer(in) sein - Lehrer(in) werden - die Profession professionalisieren. Kempten, Klinkhardt, 2019.

Independent *case reflection in autonomous learning groups*, professional learning communities. Reference: collegial case consultation

Collegial teaching consultation (joint responsibility in a jointly organised learning process in a predefined structure): Videography of one's own lesson / Videography in the context of a group observation / Comparison of "earlier" and "current" video sequences to determine the position in training
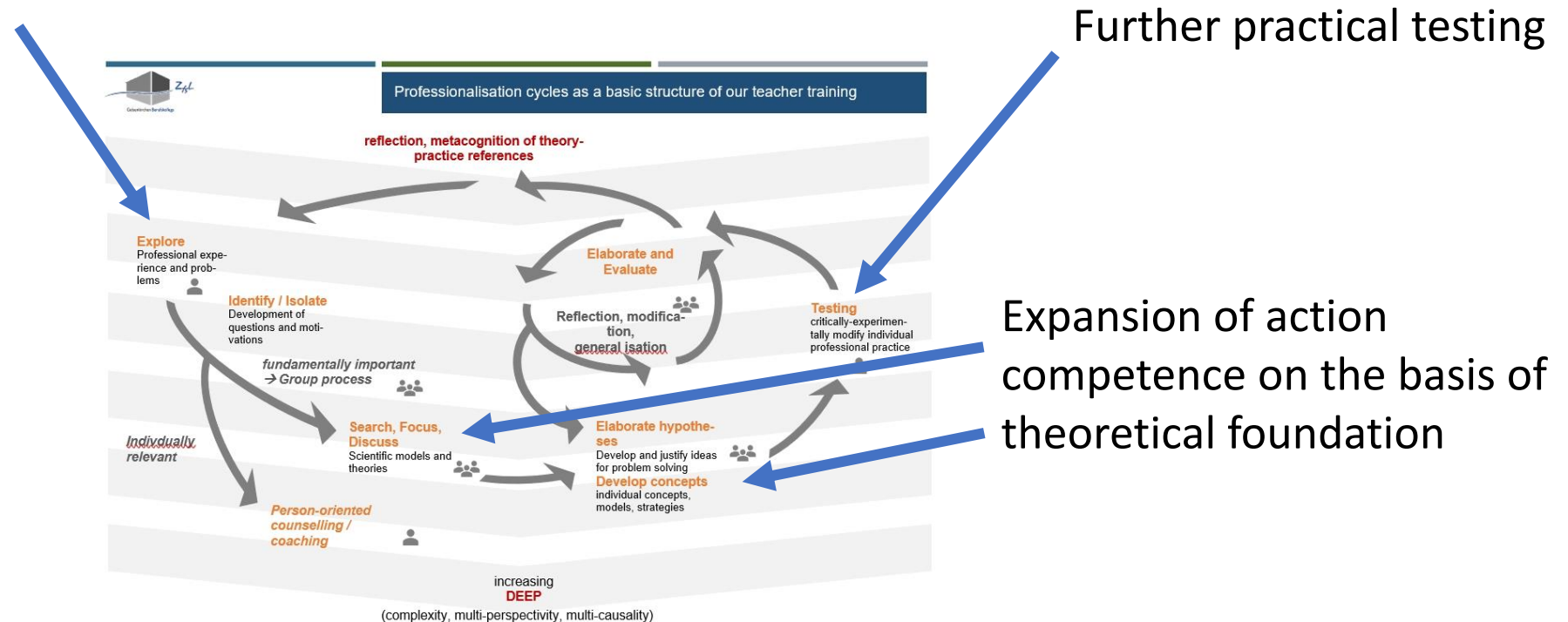
Integration into a classical "*debriefing*" of lessons

Mixed forms of the above approaches: cf. among others the feedback circle by Kleineknecht, Weber (op. cit., p. 140) on the following page.

Self-reflection

Beschreiben · Deuten · Analysieren · Schlussfolgern

Collaborative reflection in the team

If necessary, (video) coaching and joint reflection with seminar trainer

Balance sheet (reflection in the context of the alternatives developed)

Feedback circle according to Kleineknecht, Weber, op. cit. p. 140

Objective independent of the form of use and location in the training model

Observation of one's own and others' teacher behaviour from a distanced perspective (if necessary with a change of perspective (pupil role)) under a specific question (1)

Further practical testing

Expansion of action competence on the basis of theoretical foundation

Professionalisation cycles as a basic structure of our teacher training

reflection, metacognition of theory-practice references

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Professional experience and problems

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(1) On the consideration of emotional sensitivities in the analysis of own and other people's videos, see: *Kleinknecht, Marc / Poschinski, Nina:* **Eigene und fremde Videos in der Lehrerfortbildung**
A case analysis on cognitive and emotional processes when watching two different video types. In: Zeitschrift für Pädagogik, 1 / 2014, p. 471 ff.

Examples of individually designed reflection tools

a) Guideline from the economics seminar with documentation sheet

b) Documentation sheet from the technical seminar on mechanical engineering

in separate pdf file

Prerequisites for the successful use of videos in training

Technical requirements:

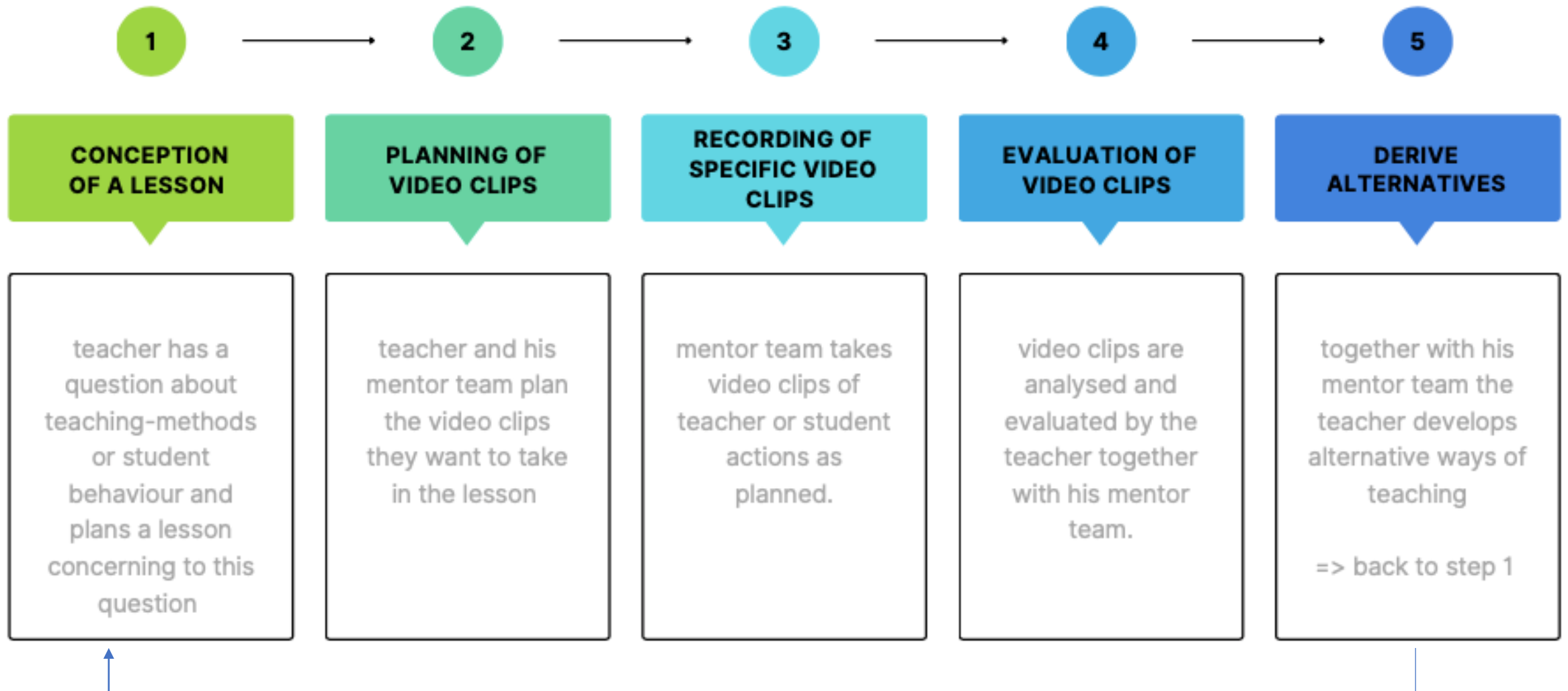Technical equipment

Data security

Personal requirements

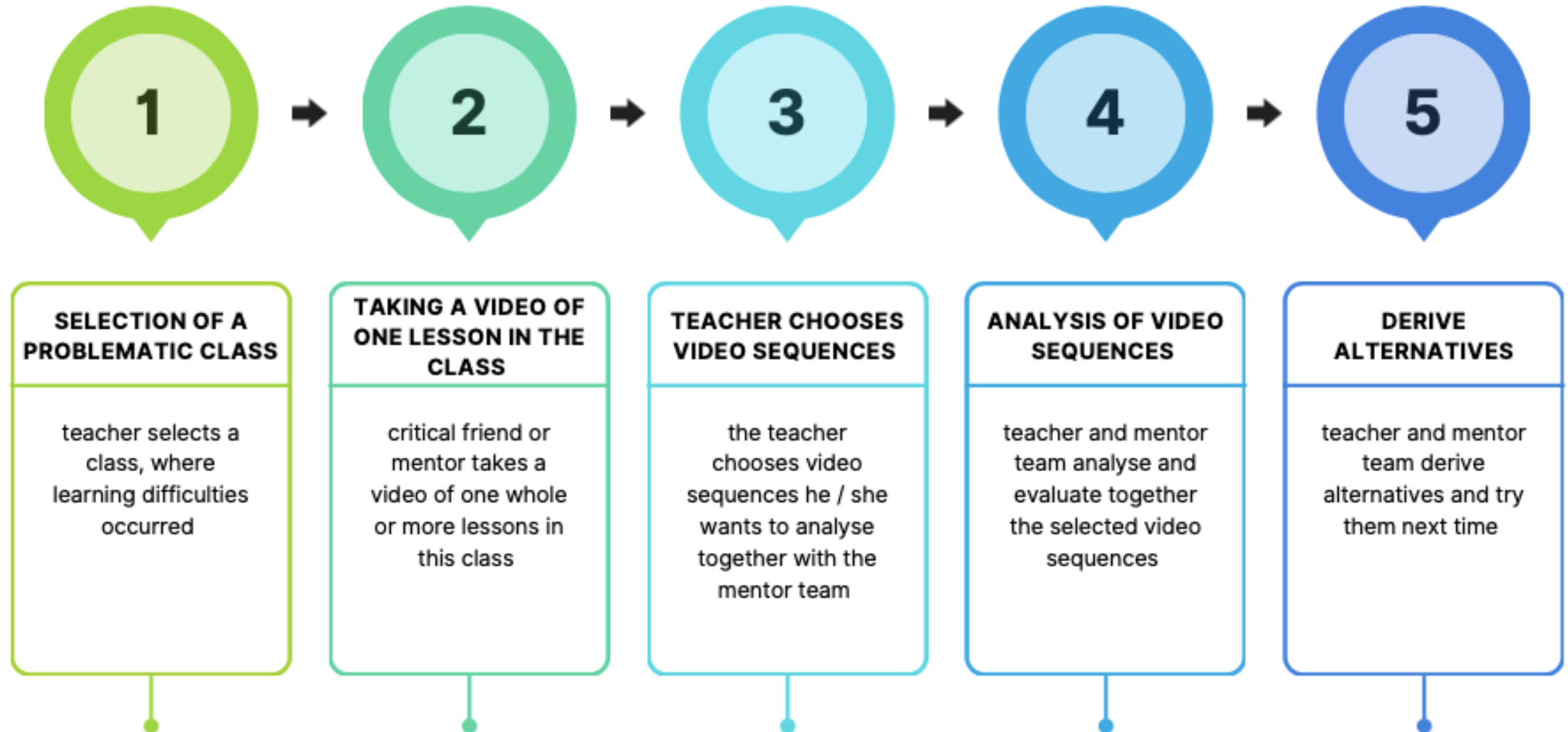Preparing for the video assignment

Self-determination of the teachers

Teamwork

Use of video recordings of lessons:
Variant 1: Targeted recording of selected lesson sequences

1 CONCEPTION OF A LESSON	**2** PLANNING OF VIDEO CLIPS	**3** RECORDING OF SPECIFIC VIDEO CLIPS	**4** EVALUATION OF VIDEO CLIPS	**5** DERIVE ALTERNATIVES
teacher has a question about teaching-methods or student behaviour and plans a lesson concerning to this question	teacher and his mentor team plan the video clips they want to take in the lesson	mentor team takes video clips of teacher or student actions as planned.	video clips are analysed and evaluated by the teacher together with his mentor team.	together with his mentor team the teacher develops alternative ways of teaching => back to step 1

# Advantages of video-based lesson analysis

Evidence through studies

- Reflecting on one's own videos promotes professional skills more than classic feedback conversations after the lesson (Weber 2018, 2019, 2020)
- Videos also helpful for experienced teachers (Ophardt 2017)

Reasons for the positive effect

- Documenting and securing "fleeting" action situations
- Different observation focuses and multidimensional impressions possible
- Enables the focus to be on deliberately selected sections / perspectives
- Enables changes of perspective
- slowed down analysis of complex situations

- Enables changes of perspective

- Supports collaborative reflection within a professional learning culture

- Time to think about alternatives

- Feedback is concrete => therefore particularly helpful

- Focusing on resources increases teachers' self-efficacy expectations

Experiences with the use of video - what the trainee teachers say

+
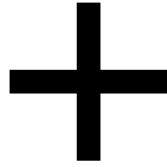
- Specific answers to own questions
- Clarity about own mistakes and own resources
- Intensive consideration of the learners' way of working
- Looking at teaching from different perspectives
- Pupils can also watch the video => metacognitive learning processes

- Influence of the camera on the students' behaviour?
- Some learners do not want to be filmed
- Important prerequisite is trust in the group and a positive culture of mistakes