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# Videocases in Teacher Education: Towards Deeper Reflection on Teacher Practices Using ICT

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# Teacher education

- **Reflection** (Korthagen 2011, Wallace 1991)
  - “understanding, rationalisation and verbalisation of implicit and intuitive ‘tacit knowledge’ are formed” (Spilková 2011, 120)
- **Observation**
  - Stimulated recall (Tochon 2007)
  - Videocase (Minaříková 2011)

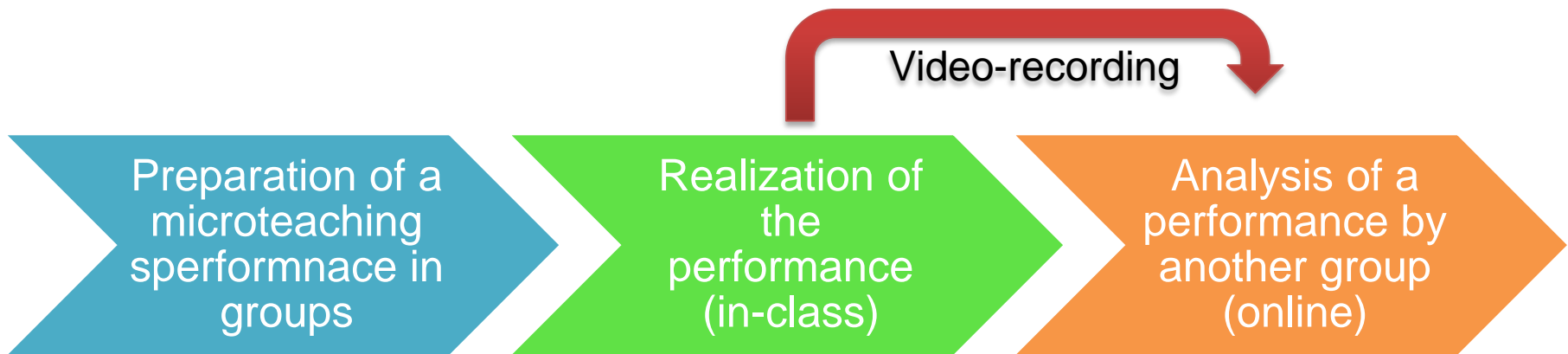
# ICT and reflection

- Computer-mediated communication (CMC)
    - Discussion forum
  - Blended learning
    - Online component - asynchronous forms of CMC can effectively complement the features of face-to-face interaction (Graham 2006, 18)
- Discussion forums can serve in teacher education → depth of reflection?

# Context for the empirical research

- EFL didactics elective course, blended learning (90 mins per week, online component – *Moodle*)
  - Topic: Teaching English to Young Learners (TEYL)
- Heterogeneous group of students
  - prospective primary (6) and lower-secondary (15) teachers, 2 Erasmus students
- Online component
  - 4 groups of 5-6 students

# TEYL assignment



## The analysis

- 11 days, selected areas to be discussed and evaluated
- Outcome: a report
- Discussion in separate threads of a discussion forum

# Quality of discussion (reflection)

- Spatariu, Hartley and Bendixen (2004): 1 way of measuring quality of discussions in the light of argumentation
  - **Negative evidence (E-)**, i.e. beliefs, opinions or speculations
    - *But the activity with practicing vocabulary..... I think there could be a problem with writing. I am not sure if pupils would be able to write vocabulary.*
  - **Positive evidence (E+)**, i.e. established, supported facts or causal logical reasoning
    - *Yes, it [the instructions] was clear. As for the most difficult instruction (homework), its understanding was checked by retelling the homework. Even if the children hadn't understood the instructions, than the non-verbal communication and instructions would have told them what to do.*
  - **Unsupported**
    - *As for appropriateness, I would say that the vocabulary and instructions were appropriate, and clear for children in this age and level.*

# Methodology

- Did the discussion forum facilitate the quality of the participants' reflection on the performance?  
If yes, how?
- Multiple case study with embedded units of analysis (Yin 2009, 46–62)
- Data collection
  - Discussion threads
  - Questionnaire

# Results – discussion forum

19,873 words, 149 postings

258 claims: 181 E+, 23 E-, 54 unsupported

|                | No. of students | No. of postings | No. of words | Total claims | Support by E+ | Support by E- | Unsupported claims |
|----------------|-----------------|-----------------|--------------|--------------|---------------|---------------|--------------------|
| <b>Group A</b> | 6               | 40              | 5,949        | 85           | 54 (64 %)     | 7 (8 %)       | 24 (28 %)          |
| <b>Group B</b> | 6               | 29              | 4,123        | 54           | 43 (80 %)     | 5 (9 %)       | 6 (11 %)           |
| <b>Group C</b> | 6               | 46              | 5,116        | 65           | 45 (69 %)     | 5 (8 %)       | 15 (23 %)          |
| <b>Group D</b> | 5               | 34              | 4,659        | 54           | 39 (72 %)     | 6 (11 %)      | 9 (17 %)           |



# Results – questionnaire survey

- On average, each student (S) watched the video 3.13 times
  - 2 Ss watched the video once → each of them 5 claims
  - 4 Ss watched the video five times
- Open-ended question: *What did you learn from the interaction with your peers?*
  - 5 Ss: nothing
  - the discussion helped 7 Ss focus more on the quality of the performance
  - 6 Ss stated that their peers noticed something that they themselves had not noticed
  - 2 Ss became aware of some mistakes that they themselves made in their own teaching

# Discussion, conclusions

- $E+ > E-$  in all groups
  - There seems to be a link between the number of viewings and quality of argumentation; 1 viewing was insufficient
  - Quality of reflection seems unrelated to the length of a discussion ( $\rightarrow$  ?prescribing the length of a posting?)
  - Less learning was perceived in the group with the longest discussion thread
- $\rightarrow$  Structured, concrete instructions

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# Thank you for your attention

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