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

Preparation of a microteaching performance in groups

Realization of the performance (in-class)

Analysis of a performance by another group (online)

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

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


Thank you for your attention

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