The Aim of VideoWeb

Help prospective teachers develop their professional vision, especially their knowledge-based reasoning.

Professional vision

First used by Goodwin (1994) to describe discursive practices “used by members of a profession to shape events in the domain subject to their professional scrutiny” (p. 606).

Two components — noticing and knowledge-based reasoning (Sherin, 2007, p. 384; Seidel et al., 2010, p. 297)

Noticing — identification of salient features of a situation relevant for the success of pedagogical action.

Knowledge-based reasoning — the process of reasoning about a situation that is closely connected to teachers’ professional knowledge and encompasses (ideally all of) the following sub-processes:
- describing — conscious attention (on internal level basic summary of facts/realizing facts)
- interpreting — making sense of the situation, drawing conclusions about features that are not directly observable
- explaining — using theoretical principles and previous knowledge to understand the situation
- predicting — estimating the consequences of teacher’s actions and of the situation itself (for student learning, motivation etc.)
- evaluating — adopting positive or negative stance towards the situation, own action etc.
- contemplating alternative courses of action (Minaříková & Janík, 2012)

Who is VideoWeb for?

Prospective teachers of English as a foreign language studying at the Faculty of Education, Masaryk University to gain or further their qualification.

Why VideoWeb?

Teacher education should proceed from low-risk activities (such as data collection and analysis) to higher-risk activities (such as microteaching). Wallace, 1991).

Observation should help prospective teachers get acquainted with classroom situation, develop an “observational feet” and consolidate the terminology that is needed to talk about teaching and learning.

Observations help prospective teachers conceptualize “what goes on in a (second language) classroom” (Day, 1999, p. 43). Compulsory class observations as a part of their preparation for teaching practice, but not enough teacher educators to discuss these observations with the student teachers.

Functions of observation seem not to be fulfilled if there is no one to discuss what was seen. Prospective teachers can easily get lost in the complexity of the situation and may focus on rather unimportant issues (Van Der Berg, 2001).

Video as a tool to bring observations from classrooms to university grounds.

Research questions

1. How do student teachers evaluate the videosequences used in the VideoWeb?
2. How do student teachers evaluate the tasks and questions connected to the videosequences?
3. How do student teachers evaluate the expert comments and theoretical material provided?
4. How do student teachers evaluate the work with VideoWeb in general and its relevance for their studies and future professional life?

Research sample

- 13 students completed the whole course and answered the questionnaire
- Average age 27 (22 – 39), 5 men, 8 women
- All students of a TEFIL programme (single or double subject), 6 at Bc level, 7 at MA level
- 6 of them attended more than 6 semesters of didactics classes
- 6 of them have teaching experience (besides their university teaching practice)

Acceptance questionnaire

- 50 Likert-type items; 4-point scales (absolutely agree - agree - disagree - absolutely disagree)
- Cronbach’s alpha = 0.89
- Normal distribution (Shapiro-Wilk test: W = 0.98, p = 0.95)
- Overall score 1.8

Discussion

The presented results suggest that student teachers from the Faculty of Education at Masaryk University in Brno are in favour of using VideoWeb as a part of their studies. They view it as relevant for both their studies and their role as a teacher. Further work might be needed to make the expert comments more thought-provoking. It would also be beneficial to encourage the students to react to expert comments (and to each others’ comments) in the module forum.

Multiple viewings of the video sequences should also be promoted more as research suggests that they go hand in hand with deeper reflection and analysis (e.g. Tůma, 2013).

The presented results should, however, be interpreted cautiously due to the selected research sample. Both students acceptance and VideoWeb usability to achieve its aim need to be researched further.

Literature


