Preface

The volume addresses the need to focus on two specific aspects related to the use of class video recordings in educational contexts, that is, the pedagogical finality of the use of videos, and the types of videos that are used to train pre-service and in-service teachers.

The shared goals when using videos in teacher training (as highlighted by the different researchers in terms of disciplines and regarding different levels of school context) are the need to foster dialogue and the connection between theory and practice. Different modalities are used to reach these goals. Here we mean (as commonly meant by most researchers in the field), using videos to provide teachers with given models considered successful by the trainer; using videos to foster reflection on videoed teaching practices with different teachers from the ones being trained; and using videos of the teachers who are being trained to make them aware of their habitus so as to be able to modify it, thus building their own models while taking into account theoretical references.

If we start from the assumption that models of successful practice need to be observed and acquired through videos, and that self-reflective teaching considerations can be initiated as a result, we have a convergence between the teacher’s habitus and best practice.

We can activate a personal modelling, rather than compliance to a template, by enhancing teachers’ awareness of their teaching habitus through identifying their choices and reasons why specific decisions were taken. We also aim to check whether their actual intentions were followed by actions consistent with those intentions. Teachers who are encouraged to watch and reflect upon their recorded videos can thus identify the acted theorems, analyse and take into account the didactical principles acquired from the theoretical reference literature, and re-shape their own teaching habitus - not to satisfy a given model, but to build their own in order to activate this process. To this end, it is necessary that the teacher is shown his/her own video recordings and that he/she is available to discuss them.

The second aspect of our focus mentioned above is directly connected to the first, that is using videos showing colleagues/unknown teachers as well as videos of the teacher currently in training. If we consider the latter option, that is using videos that involve the teacher in training, we need to highlight that the studies on the “analyse plurielle,” (of francophone origin, Vinatier, Altet, 2008), have deepened the relevance of multiple diverse viewpoints when observing, discussing and reflecting on videos. The “plurality” here is meant as the opportunity to share training with student-teachers, newly hired teachers, in-service teachers and researchers. The presence of multiple professional perspectives can offer rich reflective inputs for each professional profile, independent of their level of expertise. Moreover, the “plurality of analysis” can also be seen in the different theoretical approaches. In order to effectively analyse the teacher’s practice, longitudinal studies can be successful strategies to adopt. Teachers who are
Preface

exposed to their own video recordings over a period of years, are able to trace a path of self-observation and reflection which can modify their habitus, again, not to comply with a given model, but to optimize it, due to an acquired awareness of consistencies between objectives and actual actions in class.

This volume presents different operational strategies. The contributions are organized into three main sections addressing the following issues: teacher professionalism; disciplines and didactics; and the processes and techniques related to video making.

The first 5 chapters are related to teacher professionalism. Giuseppina Rita Mangione, Maria Chiara Pettenati, and Alessia Rosa report from a professional perspective, a narrative review in which they aim to provide a systems perspective on the use of videos in supporting teachers’ professional development, with specific regard to professionalism theory. Pier Giuseppe Rossi and Laura Fedeli, by presenting a university training path for pre-service teachers, highlight the relevance of using video to involve students in direct discussion with the school teacher (actor in the video) and the university professor, thus activating a triangulation process. Daniela Maccario explores the potential of using video devices as recording instruments for didactic practices, discussing analytic processes aimed at the development of didactic models as artefacts produced by pedagogic research and then used to support teaching processes and the professionalisation of teachers. Valérie Lussi Borer and Alain Muller describe the research program called the Collaborative Video Learning Laboratory that was developed to address the real transformations in teachers’ classroom activity. Amélie Alletru and Grégory Munoz introduce the case study of a co-analysis approach of video traces of a teacher’s activity, according to her point of view, in collaborative research within the OPEEN and ReForm project.

Disciplines and didactics are the main focus of the following 5 chapters. Rossella Santagata, Janette Jovel and Cathery Yeh investigate pre-service teachers’ group conversations around videos of mathematics teaching, which findings have highlighted important dimensions for working with video in teacher collaborative settings. Giorgio Bolondi, Federica Ferretti, Alessandro Gimigliano, Stefania Lovece, and Ira Vannini present a systematic observational research on the Maths teachers’ assessment practices in the classroom, developed within the international project FAMT and aimed at promoting the use of formative assessment in teaching Mathematics to students aged from 11 to 16 years. Patrizia Magnoler and Maila Pentucci present a study aimed at understanding the didactical activity in an example where the use of video-analysis as a tool for self-comparison was revealed to be vital. Ljuba Pezzimenti addresses the concept of didactic transposition and presents a case study in which several filmed lessons of a primary school teacher were used to reflect on the transposition for the subject of history. Finally, Loredana Perla and Nunzia Schiavone focus on the introduction of the preliminary results of a video-research itinerary achieved by the DidaSco group through a project that involved infant, primary and secondary schools working on History didactics and intermediary processes.

The last section of the volume is aimed at describing processes and techniques of video making, sharing, and usage. Monica Fantin discusses the relationship between cinema and education based on opportunities for the application, analysis and production of video in educational contexts. She presents different approaches and analyses principles and proposals for working with audiovisual materials in the education of teachers and students. Juan De Pablos-Pons, Pilar Colás-Bravo, Teresa González-Ramírez, Jesús Conde-Jimenez, Salvador Reyes-de-Cózar, and Jose Antonio Contreras-Rosado analyse the increased incorporation of videos into social networking sites and show how they could be used in training, elaborating how such social networking sites can enhance the possibilities of the use of video in open
teacher training. The chapter by Hatice Sancar Tokmak aims at showing how videos can be used in the professional development of teachers as part of an expertise-based training (XBT) program in which teachers can be supported through the use of technology, in line with strong instructional design theory. Beverly B. Ray and Angiline Powell close the volume with a contribution that provides an outline of best practices in the use of video in teacher training, focusing on problems, techniques of video production that support quality recording, and production of videos in class and in the field.

REFERENCES