Chapter 8
Videos in Teacher Training

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ABSTRACT

What role has video analysis today in activating, supporting and guiding this professional development process? In this chapter, we will try to provide some answers and open up research paths that can provide suggestions for redirecting training and joint-training processes. The use of video-analysis as a tool for self-comparison was found to be vital; it was however decided to not give it an exclusive role, but include it as part of a more complex training device. The interest of the study was aimed at understanding action, in its planning, the contextualised situation, a review of the action and perception of oneself before and after the intervention. The research in question is based on a holistic case study that was selected for its representative nature within the group of teachers in the research-training, and can therefore be defined as an “emblematic case”.

INTRODUCTION

Identifying a new kind of teacher means reflecting on the most frequently used methods in training. Modelling, prescriptive indications, occasions when the transmission of knowledge prevails, are no longer adequate for supporting the change that can lead a teacher towards intentional, aware, professional action in relation to the context and changes that this requires. The aim of training becomes more complex, it goes from “training” to the idea of “professional training”, not just teaching techniques and strategies, but skills that allow you to make decisions “independently, based on learning theories with systematic reflection on the teaching process. The teachers are no longer seen as passive subjects; to the contrary, they are active agents, professionals in their work” (Santagata, 2012, p. 59).

This therefore mean adopting professional development as the aim of training, with all the implications of the central nature of action (Barbier & Durand, 2003), of theoretical-practical connection (Zeichner & Cochran-Smith, 2005) that allows transformation of all outil (material or conceptual) in instruments,
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found in gestures and thinking the action (Rabardel, 1995), to give rise to Formats Pédagogiques that characterize the action of the teacher (Veyrunes, Imbert, & San Martin, 2014).

What role has video analysis had and have today in activating, supporting and guiding this professional development process? In this paper, we will try to provide some answers and open up research paths that can provide suggestions for redirecting training and joint-training processes.

FROM MICRO TEACHING TO ENACTIVE DEVICES

The Micro-Teaching (M-T) model devised at Stanford in 1963 by a team of trainers (Acheson, Allen, Bush, Clark, Cooper, Fortune and Ryan) provided for some steps in methods and aims that in time generated other training models that use video-filming in the classroom to allow teaching to be investigated.

The main problem came from having to overcome the gap between theoretical training and the "class test". In fact, training as an intervention was placed in the induction and pre-service phase. This goal, according to M-T, could be pursued by acquiring pedagogic skills (Allen & Ryan, 1969), via obligatory phases, “plan, teach, observe, re-plan, re-teach and re-observe”; in which the analysis by the subject observing his/her own actions, supported by experts and colleagues, allowed him/her to see which conduct to change and to start up substitute learning (Bandura, Ross, & Ross, 1961). The expected result was to acquire an increasingly expert method that complied with quality standards considered to be acceptable by the professional community and by research, a sort of modelling that could be aided by imitating processes (Bartley, 1969), by identifying one’s own starting point and next target to be achieved through reaching increasingly difficult levels. Different trajectories and themes that characterize the use of video for the initial and in-service teacher training emerge from the above mentioned observations. First, the transition from observation of the others’ action to observation of his/her own action. Second, the exchange activated by observation of the video: between peers (novices), between novices and experts, between experts (Ria, 2015).

Already Aubertine (1967), Borg (1968) and Ward (1970) had begun this transition to in-service training, currently widely used for professional training in various fields, for example, for health (Poizat, Bailly, Seferjdeli, & Goudeaux, 2015) or artisan-industrial (Magnoler, Pacquola, & Tescaro, 2014). This process is aimed at different goals over time.

For example, in pre-service, there is currently emphasis on describing, understanding and identifying the pedagogical though (Seidel & Stürmer, 2014) and the regulation in action (Altet, 2012), or on noting the critical situations (Lussi Borer & Muller, 2014).

In service, it is the capacity to gather significant elements from within the classroom situation (Sherin & van Es, 2002) or in the students’ analysis of reasoning and learning (as in the case of the Video Clubs. Van Es & Sherin, 2010), that are often missed during teacher-pupil interaction during the lesson (van Es & Sherin, 2008; Lewis, Perry, & Hurd, 2009). The problems of learning can be discovered by comparing several points of view (Kazemi & Hubbard, 2008), something that would otherwise be more complex if it was just one teacher analysing his/her own video (Tochon, 2007). The use of video for in-service training is also central in the Analyse Plurielle model, by Vinatier and Altet (2008), applied to video sequences to trace the development of the epistemological, pragmatic and relational issues involved in every teaching situation.

Another aspect of M-T looked at is the expansion of the concept of teaching to phases prior to and following classroom activity. The analysis is not limited to the action, but extends to the thought that