

OVIDE-project

Methods of using online video in teacher education

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Abstract

In the Ovide project, a Socrates/Minerva project granted by the European Union, ten universities from eight European countries work together to examine current pedagogy of online video use in teacher education. Within the OVIDE project the members have created some 20 case studies which all exemplify different approaches to the use of online videos. Each case study provides information for teacher educators about the methods of use (pedagogical approach(es)) in question and an evaluation by the users.

Keywords: Online video, teacher education, method of video use

1. Introduction

Since many decades video has been used for supporting initial and in-service teacher education. The use of video is virtually the only way for large groups of observers to visit a classroom without disturbing the pupils. Techniques using traditional analogue video have well been tried and tested, but were difficult to edit, difficult to distribute and time consuming to manage. In recent years, advances in computer technology have enabled digital video to be both affordable and relatively accessible and user-friendly. When digital video is utilised with computers and online intranet or internet technologies, it becomes a powerful tool for teacher educators. However, whilst digital video offers many new opportunities for learning and teaching it also produces different technical and pedagogical challenges.

2. Objectives of the Ovide-project

The Ovide project has been designed to examine current practice, to evaluate new ideas and to identify issues concerned with the deployment of digital video. More into detail, the project sought to:

- Provide an overview of current practice through a study of existing international literature and country specific information.
- Produce a collection of case studies of the use digital video in teacher education in all the main areas of its potential use.
- Establish some generic principles of operation and methods of use.
- Identify the practical and technical issues pertaining to the use of digital video

3. Literature search

In the course of the Ovide project an extensive search through international literature on the use of digital video in teacher education has been carried out. There is a lot of consensus about advantages such as the possibility of classroom observation, with no disturbance of lessons, to be viewed by a large audience, with the potential of repeated observation of the same situation. In addition to that and still more emphasized, digital video is regarded to be much more flexible than its analogue precursor, because it has the potential to combine images, audio and texts. And finally of course there is the big advantage of time and place independent learning.

Our study made clear, however, that the digital revolution alone does not fully account for the increased interest in video in the past decade. It is also important that the emergence of digital video coincided with the upcoming of competency based teacher education and cooperative learning, both clearly facilitated by the new technological possibilities.

In particular the use of video in a hypermedia environment attracted a lot of interest, with a focus maybe on the question how (prospective) teachers can best learn from reflecting on video recordings of their own teaching or that of co-trainees and more experienced colleagues.

Because of its volume, the bibliography of our literature study has not been added to this paper, but it can be found, together with a selection of abstracts, on the Ovide website. The literature survey will be reported upon into more depth in a separate paper, but below we present a first summary of the findings.

One major outcome from the literature study is the emergence of six basic 'methods of using video' in teacher education. Because this has offered an organiser for the Ovide case studies to be reported in this paper, these methods of use - or if one so wishes 'pedagogical approaches' - will be presented in a separate paragraph (see below).

A survey of further findings:

- It is obvious that students do not learn from multimedia material simply from themselves. It is mentioned on several occasions that they tend to display 'zap behaviour', with rather superficial processing of the material. The response from teacher educators has been to include study tasks into the material and research has made clear that this substantially improves the learning outcomes.
- Teacher trainees appreciate multimedia learning as one of the ways to become more proficient in using ICT for educational purposes.
- The most mentioned function of video is 'showing good practice', without presenting the examples as the way how it should be done, but rather as how it could be done.
- It is desirable when showing video of schools and classrooms to add context information, e.g. demographic information on the school population, academic level of the students being observed, year group, etc.
- It is advisable to keep video fragment short and relatively simple and 'empty'.
- The importance of good microphones has been emphasized by many authors: the audio quality is more important than the imagery.
- It takes a lot of time and effort to produce good multimedia material. Collaborative work and funding by various stakeholders add to the quality of the material.

- Stand-alone use of multimedia suffers from the lack of face-to-face contact. If possible, at least blended learning arrangements should be used.
- Privacy issues tend to throw up barriers. The way in which this is being addressed varies from country to country.
- A set of rules should be agreed upon as to decent behaviour in digital environments ('netiquette').
- The introduction of multimedia cases in teacher education requires further professional development of teacher educators, because it implies a twofold change: firstly case based teacher education means putting practice more in the centre of the curriculum, secondly it means extension of the use of ICT in the programmes.
- Educators should acquire more knowledge and skills in the field of e-didactics.

4. Methods of using online video

As already mentioned above, six basic methods of using video in teacher education seem to have emerged:

1. *Demonstration of teaching behaviour*
the teacher educator uses video to support the learning of various competencies by the teacher trainees; teacher trainees can analyse teacher behaviour, reflect on their own ideas on good and bad practice, etc.
(there might be an overlap with 2)
2. *Demonstration of characteristic professional situations*
these videos often contain dilemmas that trigger reflection and discussion, e.g. in the framework of collaborative learning; the teacher educator uses video to stimulate teacher trainees to be aware of potential choices to be made
3. *Demonstration of 'own' teaching behaviour*
these videos help teacher trainees to build a realistic picture of their own performance and they are very helpful for underpinning reflection and receiving feedback from peers and teacher trainers; they can be part of a development oriented e-portfolio
4. *Demonstration of professional situations for assessing competencies*
here the videos are being used in the framework of assessment (entry, formative, summative); they can be part of a show case oriented e-portfolio (in the case of formative assessment there is a strong overlap with 3)
5. *Demonstration of context and subject matter to the teacher educators*
here the teacher educators are the primary learners, on specific theory or subject methodology or materials, etc.
6. *Demonstration of context and subject matter to the teacher trainees*
here the teacher trainees are the primary learners, on how pupils act or learn in specific situations, how they can use technology, etc.

The case studies which have been carried out cover as many as possible of these potential uses.

5. Project partners and case studies

The following case studies have been carried out:

Centre for Academic Teaching and Learning (UOCG), University of Groningen

- Teacher trainees develop instructional IPOD clips
- Using video cases to learn about classroom management
- Using Dividu as tool for reflection on own practice

Institut Universitaire de formation des maitres Midi-Pyrenees, University of Toulouse

- Using video for teacher training in micro-teaching situations
- Using video to jump from reflective analysis to heteroscopy.
- Autoscopy and heteroscopy: two complementary ways of using video to compose a portfolio

Faculty of Psychology and Educational Sciences, University of Leuven

- Familiarising students with the 'cycle of teaching': preparation, teaching, reflection
- Training mentors in supervising student teachers
- Imparting micro-political literacy to student teachers

Faculty of Education, University of Joensuu

- Language student teachers learn how to teach oral language skills in a large group in secondary level
- Ethnic minorities and education
- Modelling graphically different kinds of motions in the physics course at upper secondary school

Teacher Training School, University of Turku

- Teacher trainees planning and delivering a language class focusing on activities that are socio-constructivist by nature
- Teacher educator using new technology (whiteboard) to teach multiplication
- Demonstration and modelling in physics
- Representative teaching in high school physics

Ruud de Moor Centrum, Open University The Netherlands

- Exploring the use of PALET: Digital representation of practice knowledge of teachers, using online video
- Teacher responding to critical situations: a self-assessment tool
- Peer coaching: teachers/colleagues helping each other to improve their teaching behaviour in the classroom

ICLON, Graduate School of teaching, University of Leiden

- Electronic collegial consultation using online video
- Online video in a student's electronic portfolio
- Video to support teaching and learning pedagogical content knowledge

Faculty of Mathematics and Physics, Charles University of Prague

- Digital video for multi-perspective reflections and analysis of learning experience in teaching of gifted children

Faculty of Education, Autonomous University of Barcelona

- Planning Projects in language education
- Elicitation as a discourse technique to build up construct knowledge in a CLIL classroom at secondary level
- Using a video-project to introduce project-based learning in teacher training.

6. Legal and ethical issues

When using video in teacher education, several legal and ethical issues are at stake. As far as legal issues are concerned the following can be mentioned:

- the maker/author of the video has certain rights
- the real owner of the video can have rights
- the people that are in the recording have certain rights according to ‘Portrait right’ and ‘Privacy right’
- creative or artistic work, for example music, paintings, poetry, etc. that has been recorded on video, is protected by ‘Copyright’.

Laws and regulations with regard to these rights differ from country to country. In any case, if one intends to make a video recording in teacher education, one should always be aware of possible restrictions due to the above issues and therefore pertaining national laws and regulations should be carefully explored.

The *maker/author* is the person who produces the video (makes the video recording). In copyright law this is the person who owns the content of the video. Content of the video may not be changed, copied or published, without permission of the author. In teacher education we often ask student teachers to make recordings of their practice. In this situation the student teachers are the authors of their videos and own the copyright. When we want to use their recordings in both open and closed settings, in peer coaching sessions or at research seminars and conferences, we should always ask students for permission to do so.

The *real owner* can be the author, but also someone else, for example when the video has been made within a context of a job or when it is produced as an assignment for an organisation. The owner rights fall to the employer when the recording has been made within a contract of employment, unless another agreement has been made between employer and author (employee).

The people in a video recording do not own the recording, but they are protected against misuse by ‘*Portrait rights*’ and ‘*Privacy rights*’, i.e. the author/owner of the video has to take into account the interest of the people in the recording. Generally the author is required to get written permission from the portrayed person when publishing a video. When making a recording in a classroom it is important to obtain written portrait-use permission from the students, pupils, their families, and school-related persons appearing in the video. Still retrospectively everyone in the recording can make objections to publication when they feel their interest is being violated. They can then appeal to ‘reasonable personal interest’, for example when someone thinks he/she is made a fool of. Privacy right is the right and ability of an individual or group to seclude themselves or information about themselves and thereby reveal themselves selectively. According to this ‘right’ a person has the possibility to make a complaint if he or she thinks his or her personal information has been mishandled.

Copyright protects creative or artistic works. One can only copy or use a copyrighted work with the copyright owner's permission. This means that even in non-commercial education you should not reproduce or (re)publish copyright protected work without mentioning title and name of the author. This includes publishing videos and photographs on the internet, making a sound recording of a book, and so on.

Even if all legal restrictions have been taken into account, there might be circumstances in which you could decide not to use or publish a video recording for *ethical reasons*, however

useful it might seem for an audience. Crucial questions are: what can be the consequences of publishing/showing the recording? Is any one's interest violated in the recording? Is the material limited or publicly accessible?

7. Lessons learned

The evaluation of the various case studies leads to the following summative conclusions:

- In line with literature findings, video is felt to be very important, as it has always been, as a means to observe a large variety of authentic situations in various kinds of contexts. This applies in particular to online video, because it adds the dimensions of time and place independency and the possibility of flexible combination with other media.
- As has also already been repeatedly reported in literature, the mere supply of video examples of good practice (such as with methods 1 and 2) does not always motivate teacher trainees to better learning. It seems to be much more efficient if multimedia material is built into a didactical framework, an environment with questions and assignments etc. to focus attention of the learners on specific aspects of the material.
- As long as the use of video does not call too much on their ICT-skills, the various target groups seem to appreciate the added value of online video: flexibility of use is mentioned, levels of student activity are reported to be high, re-usability and adaptability are said to be important. In terms of our methods of video use, methods 1, 2, 4 (partially), 5 and 6 meet this requirement.
- A substantial amount of users feels that too much is being asked of ICT-skills in the case of methods 3 and 4 (partially). For many teacher trainees and teacher educators the whole process of video recording, capturing fragments, producing clips, etc. seems to be too time consuming in relation to the added value offered.
- Technical support adds greatly to the willingness of the target groups to use the opportunities offered by online video. Making it compulsory does not seem to be a desirable strategy, although in the near future ICT skills will be an important aspect of teacher competence.
- Legislation and privacy issues are a big problem and not supportive of teacher quality.

8. Literature

An extensive bibliography is to be found on the website of the Ovide-project:

<http://noah.sitc.co.uk/~noahbree/ovide/index.php>