

Position paper for the IV4VET workshop *Hypervideos for teaching and learning (in vocational education)* in Lugano, Switzerland, December, 15th-16th 2016

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## **Guidelines for teacher video production. An attempt.**

### ***Abstract***

The growth of online video platforms for teachers and the increasing production of video by teachers themselves make it an urgent question how teacher video should be designed to make it suitable and effective for professional learning. Recent empirical research will be presented into A. what teachers learn from analysing and interpreting video representations of classroom teaching and learning and B. how video analysis and feedback can help teachers acquire and develop teaching competence. On the basis of the evidence as well as practical experience in educating teachers in multimedia use, guidelines will be proposed for producing teacher video in ways that make it suitable and effective for professional learning.

### ***Extended summary***

#### *Interest in the workshop topic*

Two bodies of research have emerged in the educational research literature of the last decades: studies evaluating the effectiveness of multimedia or hypermedia use for learning on the one hand and research and development work for video-enhanced teacher education and professional development (PD) on the other. In both of these strands, there is evidence emerging for the utility of these new tools for promoting learning. Over the years, while teaching multimedia courses to about 80 prospective teachers on the one hand and facilitating and researching video-supported teacher education and peer coaching programmes on the other, I became interested in the question how video should be produced so as to maximise the probability of learning by learners and teachers alike.

Online platforms about teaching and learning such as <http://www.timssvideo.com/> and [www.leraar24.nl](http://www.leraar24.nl) offer video produced *about* and *for* teachers. However, videos of teaching practice are also produced *by* teachers themselves, be it as assignments during student teaching or as peer coaching activities during PD. These uses are steadily growing and will probably also go mobile. For me, these developments raised the question what teachers actually learn when they view and analyse video. My study of this question is embedded in a literature review of the effects, processes and conditions of teacher learning with video (Brouwer, 2014a). During the last years, my own empirical research has focussed on the following questions:

- What do teachers perceive and interpret when they analyse classroom video?
- Can collegial collaboration in analysing recordings of classroom teaching encourage teachers to change their teaching behaviour and how?

The findings show that structured viewing guides (SVGs) can help student teachers view other teachers' teaching less judgmentally and analyse it more deeply (Brouwer & Robijns, 2015) and that video feedback supported by SVGs can help both student and experienced teachers acquire and develop effective teaching behaviours in reading and writing lessons (Brouwer, Besselink & Oosterheert, 2016). Similarly, peer coaching with video helped experienced teachers strengthen and elaborate their teaching repertoires, particularly in using a variety of classroom activity formats. Surveys among their pupils indicated that peer coaching with video had the potential to alter the interplay between teaching and learning. Collegial observation, lesson analysis and feedback

supported by video were the key working mechanisms fostering changes in teachers' classroom behaviour (Brouwer & Schaap, 2016).

In addition to these studies, I analysed for the Dutch Open University the outcomes of an online survey among 503 teachers about their user experience of the Dutch platform [www.Leraar24.nl](http://www.Leraar24.nl) (Brouwer, 2014b). The conclusion was that *Leraar24* is in principle a medium with potential for professional development. At the same time, a gap was apparent between the promise that teachers perceived in *Leraar24* and the operational benefit they actually drew from it. An interpretive analysis of a sample of clips has yielded a tentative formulation of eight "clip features promoting teacher learning". These refer to how classroom interaction and the perspectives of different actors are represented, the type and content of the background information provided and the relationship between text and image.

#### *Contribution to workshop goals*

Both the growth of online video platforms for teachers and the increasing production of video by teachers themselves make it an urgent question how teacher video should be designed to make it suitable and effective for professional learning. Developing evidence-based guidelines for such video production could contribute to raising the quality of teaching and learning. From this perspective, my presentation will explore the workshop theme.

In this presentation, I intend to illustrate with examples from my teaching and research what features might make video clips educative for both teachers and learners. Using these sources, I will propose a set of guidelines for the production of teacher video structured by four perspectives:

- I. Genres
- II. Framing & scaffolding
- III. What is portrayed as good teaching
- IV. Settings for video viewing

For discussion among the workshop participants, I like to suggest the following avenues for exploration:

- Computer-supported collaborative learning by teachers supported by (software for) analysing and annotating videos of classroom teaching and learning
- Using structured viewing guides
- Learner consultation

#### *References*

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