

# Framing online teacher video: How to conceptualise it



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Symposium

*Understanding teachers' professional competencies -  
Measuring and developing teachers' professional competencies  
by using videos*

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“Teacher video” is booming,  
offline as well as online:

- 



# VIDEOTECA

## de buenas prácticas pedagógicas






[Inicio](#)
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### ¡Bienvenido!

- Control de progreso
- Área docente
- Prácticamente
- Manual de buen uso
- Transferencia
- Quince días
- Examen

Nuestra Videoteca Docente busca capitalizar en los procesos de observación de la clase mediante vídeos para desarrollar iniciativas de enriquecimiento de los procesos de formación inicial y perfeccionamiento docentes.

Hemos analizado y seleccionado casos de buenas prácticas pedagógicas grabados en situaciones de interacción en el aula y mediante una plataforma digital, los pondremos a disposición de la comunidad educativa con el objeto de apoyar la formación inicial y el ejercicio profesional de nuestros docentes.

La observación de una clase provee evidencia de primera mano acerca de la calidad de la práctica docente así como de sus posibilidades de enriquecimiento y transformación. Las dimensiones que pueden ser estudiadas y mejoradas mediante la observación docente son variadas:

- Competencias profesionales relacionadas con los conocimientos pedagógicos del profesor o profesora
- Dominio docente de los contenidos
- Capacidad docente para organizar un ambiente propicio para el aprendizaje
- Habilidad docente para enseñar y generar oportunidades de aprendizaje para todos los estudiantes



Además de la videoteca digital, el sistema contará con herramientas que permitan que sus usuarios usen los vídeos como insumos de actividades de planificación docente y organicen los vídeos en secuencias pedagógicas adaptadas a sus necesidades. Esta herramienta permitirá que los profesores se apropien de los vídeos y de las estrategias docentes encarnadas en ellos, con lo que les permitirá crear videotecas personalizadas.

La Videoteca Docente estará abierta a la comunidad educativa a partir del mes de Marzo del año 2013. ¡te invitamos a registrarte ahora para poder acceder a ella antes!

2

# Video as semiotic practice

[www.Leraar24.nl](http://www.Leraar24.nl) hopes to make available anytime anywhere:

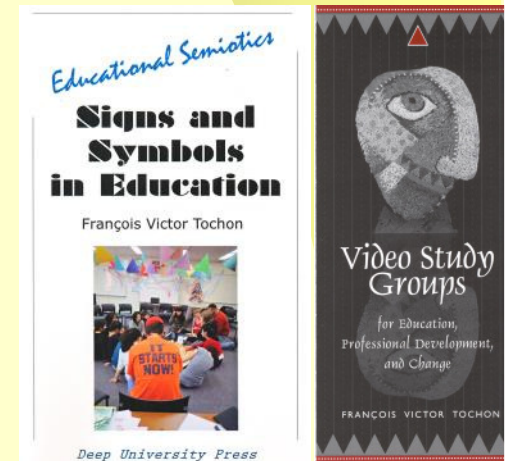
*“a tool kit full of **practical solutions** and examples that you can **apply directly** in your daily teaching ... Each theme is elaborated in the form of **rich** dossiers consisting of informative video clips and ... **dependable** background information”*

- Video production and video viewing are not neutral.
- They are semiotic practices, which **create meaning** (Tochon 1991; 2013).
- “Professional vision” comes about in three collegial activities: **coding**, **highlighting** and **graphically representing** relevant aspects (Goodwin, 1994).



## Research questions

- In which respects are the Leraar24 video clips more vs. less **suitable for** supporting teachers' **professional development**?
- What **visual language** does Leraar24 use and what messages does it transmit?



# Theoretical framework

## I. Clip features

*Genres defined as different combinations of clip features*

### **CAPTURE**

- Authentic vs. scripted setting
- Participants:
  - teacher(s)
  - colleague(s)
  - learner(s)
  - school leader(s)
  - parent(s)
- Whole-class, subgroup and/or individual interaction
- Focus on learning content and activities
- (Variation = frequency, speed and duration of) panning and zooming:  
long, medium, close-up shots

### **EDITING**

- Selection of scenes/episodes
- Duration of scenes/episodes
- Linear vs. non-linear
- Voiceovers
- (Sub)titles and captions
- Music





# Theoretical framework

## II. Framing

### **CONTEXT INFORMATION**

- Availability, amount and type of:
  - lesson plans
  - teaching materials / artifacts
  - interviews with learners and/or teachers

### **PERSPECTIVES**

- General instructional or subject-specific
- Resources (viewing guides; literature)
- Expert and/or craft language
- Taking into account teachers' personal and/or shared practical experiences, concerns and learning needs

# Theoretical framework

## III. What is portrayed as good teaching

- Explicit and implicit messages about evaluation criteria:
  - learning processes and/or outcomes
  - theory and/or empirical evidence about effective teaching
  - practical experience
  - ideological assumptions

## IV. Viewing situations

- Other-viewing or self-viewing
  - typical practice and/or best practice cases
  - familiar and/or unfamiliar cases
- Individual and/or in peer collaboration
- Repeated viewing: from exploratory to analytic
- Training in and facilitation during giving and receiving feedback
- Connection with lesson planning

# User research into Leraar24

## Demographics

- 503 teachers, 51% men and 49% women
- - aged 48 and employed 4 days per week on average
- - 289 teachers (57.4%) acquainted with Leraar24
- - those unacquainted significantly older, longer employed and less skilled in IT use
- - 46.4% visited Leraar24 sometimes, 29% once or twice, 21% often and 4% never.
- - Most visitors found what they searched for, 57.8% sometimes and 31% mostly.

## Evaluation

- Visitors evaluated Leraar24 with **7.05 on a ten-point scale**, about equally for different aspects:
  - layout
  - navigation
  - quantity and quality of video clips and dossiers.
- **Usability** for professional learning was rated
  - negligible by 19.9%
  - **low** by 45.8%
  - high by 34.3%



# Intended and actual use

	Not Intended	Intended	
No use	A1 63 = 21.8%	A2 29 = 10 %	92 = 31.8%
No regular use	B1 70 = 24.2%	B2 92 = 31.8%	162 = 56 %
Regular use	C1 13 = 4.5%	C2 22 = 7.6%	35 = 12.1%
	146 = 50.5%	143 = 49.4%	N=289

Two interesting contrasts:

- More teachers used Leraar24 than had intended to do so (percentages in cells B1, C1, B2 and C2 sum to 68.1, while those in cells A2, B2 and C2 sum to 49.4) > As a medium, Leraar24 appears to be attractive.
- Quite a few teachers intended to use Leraar24, but did not actually do so, at least regularly (percentages in cells A2, B2 and C2 sum to 49.4, while those in cells A2 and B2 sum to 41.8%) > indications for suboptimal use of Leraar24



# School context

Of the 289 teachers acquainted with the web site,

- almost one third (32.5%) **discussed** Leraar24 **with colleagues**
- slightly more than one third (35.6%) reported that in their schools, Leraar24 was **considered useful**
- 13.1% **preferred** Leraar24 as a form of professional development over other forms
- **5.2%** reported that in their schools, a **group** of colleagues engaged themselves with Leraar24
- 3.5% participated in such a group.

# Teachers' suggestions for improvement

Of the 277 web site visitors, 29.6% offered a total of 82 suggestions for improvement.

Four themes and typical suggestions:

- **Navigability** (29.2%)
- **Specificity** of content(15.9%) for:
  - sectors (general, occupational, special)
  - school subjects and domains

*"Please refer to subject-specific resources"*
- **Practical relevance** (19.6%):  
direct applicability
  - "More examples"*
  - "More good practice"*
- **Quality** of content (35.3%):  
more up-to-date, more innovative,  
higher level, more knowledge-based
  - "Web site contains more talk than discussion"*
  - "Please give teaching professionals access to scientific research"*
  - "Follow and assess innovations critically"*
  - "Select content more strictly"*
  - "Avoid promotion activities by vague commercial providers"*

# User research - summary

- Leraar24 is in principle a medium with **potential** for professional development. It is **well-known** among teachers and they evaluate it mostly positively. Even so, they
  - **use** it **less than intended** and
  - rate its actual **usability** **less favourably**.
- A **gap** is apparent between the **promise** perceived in Leraar24 and the operational **benefit** teachers actually draw from it. There is clearly room for improvement.
- Prevailing **school conditions do not offer many opportunities** for studying video clips about teaching in-depth and engaging in collaborative analysis.
- Leraar24 can improve by grounding video material and related background information more strongly in theory and research.

# What visual language does Leraar24 use and what messages does it transmit?

## “Misconceptions about inflation” - positive example

The screenshot shows the Leraar24 website interface. The header is blue with the Leraar24 logo and navigation links: Kennis, Kunde, Social media, Over Leraar24, and Doe mee. A search bar is on the right. The main content area features a video player for 'Economie - begripsverwarring inflatie' by Leraar24, dated 16 januari 2009. Below the video is a detailed text description of inflation and its misconceptions. To the right, there are sections for 'Gerelateerde dossiers' and 'Gerelateerd' content, including 'Studio24 - De evolutietheorie uitleggen', 'Misconcepten - Kracht', 'Misconcept stroom en spanning', and 'Economie - Conceptcartoons uitleg'.

**Leraar24** Video's en dossiers voor de onderwijspraktijk

Kennis Kunde Social media Over Leraar24 Doe mee Zoek

Home • Pre- en misconcepten in het onderwijs • Economie • begripsverwarring inflatie

**Video: Economie - begripsverwarring inflatie**

16 januari 2009 VO

**Leraar24**

Inflatie is voor leerlingen een moeilijk begrip, want waarom gaan de prijzen in een land omhoog en waarom is inflatie voor een economie noodzakelijk? De grote vraag is hoe u als docent hiermee om moet gaan. In de praktijk blijkt dat van de vier inflatievormen de bestedinginflatie de moeilijkste is om uit te leggen. Dit komt omdat leerlingen zich hiervan moeilijk een voorstelling kunnen maken. De definitie in het boek blijft abstract voor leerlingen. In deze video geeft Mark Sikkes les aan een havo 5-klas en wordt geconfronteerd met de problemen bij de uitleg van bestedingsinflatie. Hij probeert dit aan te pakken door middel van de opdracht rondom het spel Koehandel. Naast de lessituatie komt een tweetal experts aan het woord. Jaap Walhout geeft toelichting over misconcepten bij leerlingen. Evelien Hoekman, de bedenker van de opdracht bij het spel Koehandel komt aan het woord over de achtergronden van deze opdracht. De video is opgenomen op de Van der Capellen Scholengemeenschap in Zwolle.

**Onderwerpen** economie • misconcept

**Competenties** Pedagogisch competent Algemene ontwikkeling

**Reacties (0)**

Er is nog niet gereageerd

**Gerelateerde dossiers**

Pre- en misconcepten in het onderwijs

**Gerelateerd** **Laatst Bekeken**

**Studio24 - De evolutietheorie uitleggen**

"De evolutietheorie zou de rode lijn door het hele biologieprogramma moeten zijn".

11 augustus 2010

**Misconcepten - Kracht**

Misconcepten van leerlingen over 'kracht' in de natuurkunde.

23 maart 2010

**Misconcept stroom en spanning**

Wat wordt er onder stroomverbruik verstaan?

17 februari 2010

**Economie - Conceptcartoons uitleg**

Met conceptcartoons preconcepten bij leerlingen ontdekken.

15 december 2009

**Economie - Conceptcartoon**

Bij Economie kunnen

[www.leraar24.nl/video/187](http://www.leraar24.nl/video/187)

# What visual language does Leraar24 use and what messages does it transmit?

## “Snoezelen” - negative example

The screenshot shows the Leraar24 website interface. The header is blue with the Leraar24 logo and navigation links: Kennis, Kunde, Social media, Over Leraar24, and Doe mee. A search bar is on the right. The main content area features a video player for 'Cluster 3: Snoezelen' with a play button and a progress bar. Below the video is a description of 'Snoezelen' (sensory stimulation) and a list of 'Prikkele' (stimuli). The right sidebar contains 'Gerelateerde dossiers' (related documents) and 'Gerelateerd' (related) links, including 'Mindfulness op school' and 'Eindvoorstelling schoolverlaters SO'.

**Leraar24** Video's en dossiers voor de onderwijspraktijk

Kennis Kunde Social media Over Leraar24 Doe mee Zoek

Home » Ontspanning in de klas » Cluster 3: Snoezelen

**Video: Cluster 3: Snoezelen**

01 juni 2010 [PG] [VO]

**Gerelateerde dossiers**

- Ontspanning in de klas
- Speciaal onderwijs - cluster 3

**Gerelateerd** Laatste Bekeken

**Mindfulness op school**

Mindfulness kan ingezet worden om orde en rust in school te krijgen.

05:43 [PG] 10 mei 2012

**Eindvoorstelling schoolverlaters SO**

De eindvoorstelling voor de schoolverlaters van het speciaal onderwijs vraagt om een speciale aanpak.

06:06 [SO] 01 september 2011

**Kindermeditatie**

Hoe werkt kindermeditatie en wat zijn de effecten?

06:32 [PG] 08 september 2011

**Wat is snoezelen?**

Het woord snoezelen is een samentrekking van snuffelen en doezen. Snoezelen is een activiteit gericht op ontspanning en welbevinden. Het doezen gaat om een rustgevende activiteit. Het snuffelen gaat om het op zoek gaan en ontdekken.

Snoezelen is een activiteit die beleefd wordt in een schemerige, sfeervol verlichte ruimte waar zachte muziek klinkt. Er wordt een uitdrukkelijk beroep gedaan op de zintuigen: gehoor, gezicht, reuk, smaak en tast.

**Prikkele**

[www.leraar24.nl/video/1712](http://www.leraar24.nl/video/1712)





## Misconceptions about inflation

- Interaction between teacher, learner and content is shown
- Why & how of learning activities are shown and explained
- Subject-specific background information is provided
- Some indications of learning effects are visible
- Learners' voices are heard  
1:27 out of 8:18 minutes  
= 17.5 % of time

## “Snoezelen”



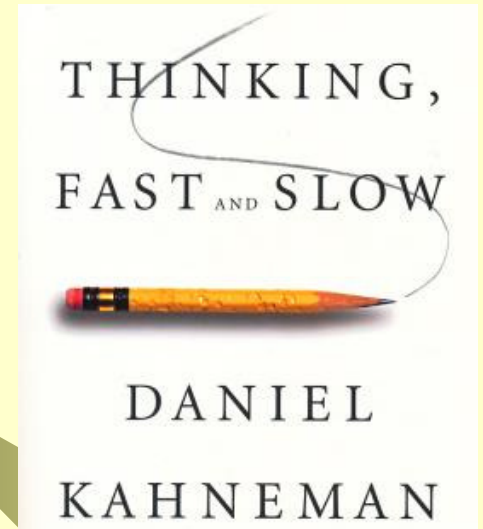
- Purpose and content of learning / development are vague
- Learning effects are claimed in teacher attributions, not shown
- Quasi-professional language
- One learner's voice is heard  
0:01 out of 7:11 minutes  
= .23 % of time
- Soothing music dulls viewer's critical attention

Can other teachers do the same  
and why should they??

- Repeated viewing is necessary for better understanding
- “Talking heads” syndrome

# Perception is crucial

- Video as “**vicarious experience**” (Laurillard, 1993) makes us “**think fast**” (Kahneman, 2011)
- and forget about **error sources** in **observation** (Evertson & Green 1986, p. 183):
  - making logical errors based on theoretical, experiential or commitment-based assumptions
  - generalization of unique behavior
  - failure to consider the perspective of the observed
  - poor design, i.e. lack of theoretical foundation
  - lack of consideration for the speed and simultaneity of relevant action and of the goal-directed nature of human activity



# Recommendations

## I. CLIP FEATURES promoting visual teacher learning:

- a. Show **interaction** between learner, subject-matter content and teacher
- b. Retain the **chronological sequence** of the lesson
- c. Show the **instruction** by the teacher
- d. Show **different perspectives** of different actors
- e. Give **context information** (using voiceovers, subtitles, interviews and the like)
- f. Take into account conventions in **visual language** (duration, image composition, viewing direction, zoom & pan etc.)
- g. Not only images, but also text make **meaning** and direct **attention**

In general: heed Richard Mayer's **redundancy principle** in multimedia learning. "**Less is more**".

# Recommendations

## II. FRAMING

- Provide **context information** such as:
  - lesson plans
  - teaching materials and artifacts
  - interviews with learners and teachers
- Produce more **subject-specific hypermedia** dossiers
- Support teacher **collaboration**: viewing, analysis and discussion with **viewing guides**
- Merge the **language** of educational research with teachers' craft language
- Take applicability more seriously and pay special attention to teachers' **practical concerns**: how to translate thought into action



# Recommendations

## III. WHAT IS PORTRAYED AS GOOD TEACHING

- Make implicit **evaluation criteria** explicit:
  - learning processes and/or outcomes
  - (ground content in) theory and research evidence
  - practical experience
  - ideological assumptions
- **Contrast** different perspectives



# Recommendations

## IV. VIEWING SITUATIONS

Schools, please:

- Promote **collegial consultation**
- Practice both **other**-viewing and **self**-viewing
- Encourage moving **from exploratory towards analytic** viewing
- Encourage discovering the **unfamiliar** >> **intercultural** comparison
- Organise training in and provide facilitation during giving and receiving **focused feedback**
- Pay attention to **lesson planning**

# Thank you for your attention

## Online sources:

<http://onderzoek.kennisnet.nl/onderzoeken-totaal/equippingteachersvisually>

<http://academic.csuohio.edu/yuskob/aera2009.htm>

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# Visual Teacher Learning Model

