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The effects of video viewing on preservice teachers’ classroom activity: normative versus developmentalist approaches

**Literature review**

**The effects of video viewing**

- Improve classroom practices
- Indirect evidence
  - Written commentaries
  - Transcript of teacher discussions
  - Questionnaires
- Direct evidence
  - Self-confrontation interviews

**Instructional approaches**

- “Normative” approach (NA)
  - What to do in the classroom
  - Direct guidance initially
- “Developmentalist” approach (DA)
  - How to interpret and reflect on classroom practices
  - Indirect guidance and social learning

**Research issues**

1. Does video viewing improve preservice teachers’ classroom activity?
2. Do instructional approaches influence the effects of video viewing?

**Method**

Participants: preservice teachers (PTs) during their induction year

**Theoretical framework**

**Viewing videos of unknown teacher activity**

1. **Ostensive teaching**
   - Meanings of the rules* are taught so that PTs can make sense of their experience
   - Within the framework of collective action theory, this learning occurs during “ostensive teaching” (Wittgenstein, 1996), by which trainers teach the meaning of professional acts and actions that are presented as exemplary
   - *Rules have been agreed upon by consensus within the community and ought to be followed by members of the community.

2. **Explanations**
   - PTs need explanations of how the learned rules can be used
   - A period for “explanation” (Wittgenstein, 1996) and “critical debate” (Williams, 1995) is important. The trainers teach ostensibly by providing multiple examples of the rules

3. **Help in Following the Rules**
   - PTs need help in following the rules so that they have a broader understanding and range of activity in the classroom
   - When PTs decide to follow the rules learned in professional development settings, they extend the meaningful connections and the usefulness of the rules, as well as expanding their own understanding of the rules (e.g. the PT will adapt the follow-up of the rule according to their pupils; the delivery of the instruction being shorter and simplified with underachieving pupils)

**Research design**

**Principle of continuity**

**Classroom practices**

**Data collection and analysis**

- Self-confrontation interviews
- Highlighting of “situated” PTs’ professional knowledge (i.e. effectively used in situ)

**Video-based workshops**

**NA Versus DA**

- Iterative course
- Guided activity
- Open environment
- Autonomous activity

**Results**

With both normative and developmental approaches, we highlighted that video viewing improves PTs’ classroom activity:

- Provided that PTs’ professional concerns “resonate” with what they are viewing:
  - PTs use in their classrooms what they learned ostensively through video viewing;
  - Nevertheless, they sometimes use non-taught elements resulting from an autonomous activity, oriented by their concerns and unexpected by the trainers

- An immersive process allows the PTs to live a vicarious and fictional experience;
- The fictional experience allows a resonance between own professional concerns and professional issue perceived in the observed classroom situation;
- The resonance initiates an inquiry activity, oriented by and resulting in the elaboration of a new way to act
- Provided that PTs adopt, adapt or invent a new way to act from what they viewed:
- Guiding viewing (trainers) enables the PTs to elaborate a singular and functional way to use what has been taught through video viewing

**Discussion**

- Isolating the specific effects of the video among the other elements of the teacher education is methodologically complex;
- Research on video effects may not focus exclusively on PTs’ classroom activity but also on other dimensions of their work (preparation and planning of the course, meetings with other teachers and other school actors, etc.) and/or on the activity of their students;
- Training programs should institutionalize some times and spaces to encourage and help PTs investigate the job, and video can be an effective means to support this end