

Lessons learned from the OVIDE project

Introduction

This section is meant to summarize some lessons which the participants in the OVIDE project have learned from their work on the project. These lessons refer to two different aspects the project focused on, namely

1. basic methods of using digital video in teacher training
2. legal and ethical issues related to the use of video in teacher training

These lessons emerged from different actions which the participants in the OVIDE project have undertaken:

1. an analysis of the literature

Three participants analysed the international (mostly English and French-language) literature on the use of digital video in teacher education settings. Eight participants did the same with the national and local literature, each of them for his/her own language (e.g. Dutch-language publications from the Netherlands and the Dutch speaking part of Belgium). The results of both analyses are assembled in a report which can be found in another section of this website.

2. the study of cases in which video is used in teacher training settings

As put forward in the original proposal for this project, each of the participants produced, analysed and reported on three cases, in which digital video is used in teacher education settings. These case studies are the true heart of this project. As it will be clarified further on, many insights originated from the work on and the discussion of the cases. However, often the cases were a reality-check for insights which originated from other actions (e.g. the analysis of the literature) as well.

3. the review and discussion of the cases

Each case has been reviewed by at least two participants in the project who were not involved in the production, analysis and description of it. The basis of this review process was a list of criteria on which the participants agreed during their half-yearly meetings. The 'outsiders' gave many comments which were helpful for a revision by the original authors. If necessary, this revision process was repeated a second time, until both authors and reviewers agreed on the final result.

4. half-yearly meetings and discussions with all the participants

The participants in the OVIDE project met each other twice a year during two days. During these half-yearly meetings, the overall progress of the project was discussed. Moreover, each of the participants presented his/her own work (literature analysis, case studies, ...) and got comments and hints for improvement from the others. During these meetings, an attempt was made to formulate some 'generic principles', insights about the use of digital video in teacher education settings which were not just linked to one or two cases, but which were valid for several cases and showed thus a certain universality.

In what follows, the lessons learned with respect to the three above mentioned aspects of the use of digital video in teacher education settings will be discussed more in-depth.

Basic methods of using digital video in teacher education settings

Both from the analysis of the literature and from the work on the case studies can be concluded that in teacher education settings digital video basically can be used in six different ways.

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.

This use of digital video is illustrated in the following case studies, which can be found in the section 'case studies' of this website:

- *Making student teachers familiar with the 'cycle of teaching': preparation, teaching, reflection* (Belgium)
- *Using video case studies to prepare an economics lesson. (CAPES exam)* (France)
- *Using ICT to enhance Creativity - Teacher Trainees observe creative use of ICT in the classroom* (UK)
- *Teacher educator using new technology (whiteboard) to teach multiplication* (Finland)
- *Teacher trainees planning and delivering a language class focusing on activities that are socio-constructivist by nature* (Finland)
- *Language student teachers learn how to teach oral language skills in a large group in secondary level* (Finland)
- *Demonstration and modeling in physics* (Finland)
- *Exploring the use of PALET: Digital representation of practice knowledge of teachers, using online video* (the Netherlands)

- *Modelling graphically different kinds of motions in the physics course in upper secondary school (Finland)*
- *Representative teaching in high school physics (Finland)*
- *Training mentors in supervising student teachers (Belgium)*
- *Using a video-project to introduce project-based learning in teacher training (Catalunya)*
- *Using video cases to learn about classroom management (the Netherlands)*
- *Video to support teaching and learning pedagogical content knowledge (the Netherlands)*

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.

Examples can be found in the following case studies:

- *Using ICT to enhance Creativity - Teacher Trainees observe creative use of ICT in the classroom (UK)*
- *Use of digital video to enhance teaching and learning related to geography fieldwork (UK)*
- *Elicitation as a discourse technique to build up construct knowledge in a CLIL classroom at secondary level (Catalunya)*
- *Ethnic minorities and education (Finland)*
- *Exploring the use of PALET: Digital representation of practice knowledge of teachers, using online video (the Netherlands)*
- *Teacher responding to critical situations: a self-assessment tool (the Netherlands)*
- *Training mentors in supervising student teachers (Belgium)*
- *Using a video-project to introduce project-based learning in teacher training (Catalunya)*
- *Using video cases to learn about classroom management (the Netherlands)*
- *Video to support teaching and learning pedagogical content knowledge (the Netherlands)*

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 in underpinning reflection; they can be part of a development oriented e-portfolio.

For this use of digital video, see the following case studies:

- *A video case study with a reflexive analysis for autoscopy and heteroscopy* (France)
- *Electronic collegial consultation using online video* (the Netherlands)
- *Peer coaching: teachers/colleagues helping each other to improve their teaching behaviour in the classroom* (the Netherlands)
- *Using Dividu as tool for reflection on own practice* (the Netherlands)

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)

This use of digital video is illustrated in the following case studies:

- *On-line video in a student's electronic portfolio* (the Netherlands)
- *Teacher responding to critical situations: a self-assessment tool* (the Netherlands)

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.

For examples, see the following case studies:

- *Use of digital video to enhance teaching and learning related to geography fieldwork* (UK)
- *Digital video for multi-perspective reflections and analysis of learning experience in teaching of gifted children* (Czech Republic)
- *Language student teachers learn how to teach oral language skills in a large group in secondary level* (Finland)
- *Demonstration and modeling in physics* (Finland)
- *Modelling graphically different kinds of motions in the physics course in upper secondary school* (Finland)
- *Representative teaching in high school physics* (Finland)
- *Role of Podcasts and their use with mobile technology for Teacher Education* (UK)

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.

Examples can be found in the following case studies:

- *Using ICT to enhance Creativity - Teacher Trainees observe creative use of ICT in the classroom (UK)*
- *Teacher educator using new technology (whiteboard) to teach multiplication (Finland)*
- *Teacher trainees planning and delivering a language class focusing on activities that are socio-constructivist by nature (Finland)*
- *Use of digital video to enhance teaching and learning related to geography fieldwork (UK)*
- *Planning projects in language education (Catalunya)*
- *Digital video for multi-perspective reflections and analysis of learning experience in teaching of gifted children (Czech Republic)*
- *Teacher trainees develop instructional IPOD Clips (the Netherlands)*
- *Language student teachers learn how to teach oral language skills in a large group in secondary level (Finland)*
- *Demonstration and modeling in physics (Finland)*
- *Modelling graphically different kinds of motions in the physics course in upper secondary school (Finland)*
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The review process and the discussions on the case studies during the half-yearly meetings led to some overall conclusions.

- Video is felt to be very important, as it has always been, as a means to observe a large variety of real life 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. This conclusion is confirmed by the results of the literature analysis.
- 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 six

meet this requirement.

- A substantial amount of the 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. This conclusion will be more extensively discussed in the next paragraph.

Legal and ethical issues related to the use of digital video in teacher education

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 about these rights differ in various countries. 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 thus national laws and regulations regarding 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 student teachers are often asked to make recordings of their practice. In this situation the student teachers are the authors of their videos and own the copyright. When one wants to use their recordings in both open and closed settings, in peer coaching sessions or at research seminars and conferences, one should ask students for permission to do so.

The real owner can be the author, but also someone else, for example when the video is 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 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 one 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 one decides not to use or publish a video recording for ethical reasons. 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?