

## **The use of mobile technologies for teacher training purposes: challenges, risks and learning potential of using Video Enhanced Observation (VEO)**

Approaching the question "What works best?" (Hattie 2009) the VEO App is a mobile instrument aimed to improve the quality of teaching and learning using new technologies to support initial teacher training and continuing professional development (CPD). The VEO App enables the observer to film and meanwhile tag a wide range of aspects concerning teaching and learning. It is structured so that the teacher's practice can be analysed in detail, including the way they talk, their questioning, classroom management and assessment strategies. Some of the advantages of VEO are: a) video tagging, which makes it possible to capture key moments of teaching practice (e.g. questions, classroom management or assessment strategies) to facilitate later discussion and feedback through direct access to those tagged moments; b) the possibility to save examples of practice, which can be shared in professional communities; and c) the opportunity to demonstrate professional skills and teaching progress which foster autonomy as well as cooperative continuous learning. As a tool for pre- and in-service teachers, it aims to enable them to become agents of their own CPD and facilitate professional communication and reflective practices.

The App was developed for video-based classroom observation and builds on work undertaken by the Newcastle University and an ongoing Erasmus+ project. Within the framework of this Erasmus+ project, a multidisciplinary collaboration between the University of Kiel (Isabel Murillo Wilstermann) and the University of Education Karlsruhe (Mareike Oesterle) has emerged.

Isabel Murillo Wilstermann is currently developing a Spanish seminar oriented towards practice and reflection for Master of Education Students. This course has two innovative features for the teacher preparation program: firstly, the use of video recorded role plays using the VEO App and secondly, the interpretation of teaching excerpts from a conversation analytic approach. Moreover, Murillo has just started her doctoral dissertation project, which aims to investigate teachers' instruction sequences in the Spanish as a foreign language classroom. Mareike Oesterle also just started her doctoral research study, which deals with the self-perception of English teachers using the VEO App to facilitate reflective practices as a major component for CPD. Ethnographically, qualitative data shall be collected, investigating 8 English teachers from 2 different Secondary Schools in Germany (year 5-10). The focus will lie explicitly on the English teachers as professionals, investigating their professional vision and language, choosing a multi-modal approach.

While VEO has features that could benefit teacher training and CPD, its use poses new challenges and risks that should be addressed and discussed. Through different perspectives of an interuniversity team, this Workshop aims to introduce the VEO App as a possible instrument for CDP and based on this, intends to initiate an open discussion between the participants about the use of mobile technologies in their particular educational settings.

Keywords: mobile technologies; teacher training; continuing professional development; video enhanced observation; interdisciplinary approach; feedback; video enhanced observation