

University of Lapland Case Study 2

Introduction

Participant C2 is a student teacher of primary teacher education programme of the University of Lapland, Finland. C2 is a fifth-year student who will complete the Master's degree in summer 2017.

C2 was selected as an example of the use of VEO for professional development purposes as part of reflection procedure that was trialled for the first time for the teaching practice. Reflection procedure address supervision task of the faculty of education, University of Lapland. It consists of seven phases which all includes reflection. The VEO app was used for self-directed, peer and supervisor- assisted, individual and social reflection. Role of a faculty supervisor was to be a facilitator of a student's self-reflection and broadening and deepening reflection. Reflection procedure includes some ready-made questions for reflection. Participants were free to use these questions as a guide for social reflection in supervising discussion and individual reflection in a reflective diary, a portfolio and a practice report.

C2 was interested in using the app, motivated to learn from it and willing to participate in VEO research. Moreover, C2 had good reflective skills and was able to analyse teaching in an analytic and critical way.

The Research Context

C2 carried out the final teaching practice, the Advanced Practicum, at Teacher training school, University of Lapland. The practice period lasted for five weeks. C2 carried out the practice in the same classroom with a peer student. Practice was carried out in special education context: number of students varied during school days; students had learning and behaviour disabilities. The classroom was a modern room with internet-linked computer and interactive whiteboard.

A supervising class teacher observed teaching of C2. Feedback discussions were arranged every day between a class teacher and both students. Supervising teacher did not participate in VEO trial.

The VEO Story

The VEO app was used for self-directed, peer and supervisor assisted, individual and social reflection.

The VEO app was introduced to student teachers as part of their Advanced practicum. Participation in the completion of the reflection procedure was compulsory for student teachers and recording videos was one of practice assignments. Involvement in VEO related research was optional for students. C2 participated in the research voluntarily and signed a written consent form. C2 participated in info session concerning the VEO app and trial. The info session was arranged few days before the practicum period begun.

C2 participated in pre-supervising meeting with a faculty supervisor before practice begun in order to create a tag set based on personal learning aims. A supervisor observed two lesson of C2 and gave a short oral feedback after each lesson. A peer student recorded two lessons of C2, one during the first teaching period and one during the last by using a customised tag set created by C2. C2 peer-

reflected videos with a recorder and afterwards watched videos alone and reviewed them individually. C2 tagged one video again afterwards. C2 selected positive (successful) and negative (challenging) instances for further reflection. During the last week of practicum period C2 met a faculty supervisor again in order to discuss the period. A peer student attended the discussion as well. In this meeting videos and selected instances were watched and discussed together. A supervisor asked C2 reflective questions and recorded lessons and tags where used as a basis for individual and social reflection. C2 used reflection to complete a practice report and a portfolio.

In this case professional development was supported by VEO in that:

- VEO was used for self-directed, peer and supervisor-assisted reflection.
- C2 was able to observe and notice things in teaching and learn from that
- Videos encouraged C2 and made self-critique easier: a student was able to see that negative inner thoughts did not show on videos.
- A customised tag set worked properly, tags promoted reflection and made it easier
- C2 was able to use video-based reflections and selected instances as part of supervising discussion and portfolio writing
- A faculty supervisor's questions helped C2 broaden and deepen reflection and see connections between teaching and students' learning

The main points and issues observed in relation to C2: was willing to be observed and engage in reflection with no signs of discomfort at being observed. It was difficult for C2 to tag negative instances and decide if some instance on lessons was negative or not.

Diagram/Visual representation of the way that VEO was used

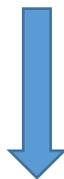
PRE-SUPERVISING MEETING

creation of a customised, personal tag set with help of a faculty supervisor



CLASSROOM OBSERVATION

a supervisor observes two lessons of a student and gives feedback



SELF-DIRECTED AND PEER/SOCIAL REFLECTION

a peer student records two lessons using VEO



A student reflects on lessons individually and with a peer student and selects instances for further reflection



SUPERVISOR ASSESTED/SOCIAL REFLECTION

a supervising discussion: a student reflects on practicum experiences with help of reflective questions of a supervisor; recorded lessons and selected instances are watched and addressed

**WRITTEN REFLECTION**

a student reflects on videos in a reflective journal and uses reflection to complete a practice report and a portfolio
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The Customised Tag set

The customised tag set included two tags. The first tag was 'a student' which included two sub-tags: 'joy of learning' and 'a trigger'. Another tag was 'a teacher' which included sub-tags 'support' and 'individual'.

These tags were issues a student wanted to focus on in teaching.

Evidence of Development

C2 created a tag set based on personal learning aim. C2 found a tag 'joy of learning' important in teaching practice context when working with students who needed extra motivation. This study does not reveal to what extent C2 developed in skills to produce joy of learning or give students support during the practicum period and this was not the focus of research. Videos promoted reflection of C2 together with a feedback from a supervising class teacher and a peer student. C2 was able to develop teaching comprehensively, not only those issues that were included in tags. C2 found videos helpful because through videos C2 was able to see how lessons really went and did not need to rely only on inner feelings. Videos gave confidence and made actions available for criticising.

The following extracts from focus group interviews illustrate thoughts of C2:

Minna: If you think about self-reflection through videos, how did it work? What are your experiences of watching videos and picking up things from videos?

C2: We have been thinking about our own action, when you are like a prisoner of your own mind, you might not see or realise yourself how you look like outside, before you see it. It happened often, luckily more positive, when you face difficult situations and you watched them later, then you feel that you survived them somehow. It looked more confident outside than it felt in my mind, there was a hustle in my head, what I can do, but then when I saw the video, it looked quite peaceful and confident. It encouraged me somehow but, of course, I was able to criticise my own actions. Our working was very reflective, we discussed much, video helped with that as well.

Minna: That is nice to hear because VEO was developed for this purpose and that is aim of this trial as well. It seems like this has succeeded well with you.

C2: It made watching a video easier. We could have watched videos together more often, of course, because there were those tags, did not need to watch all 45 minutes, just look at tags. Tags promoted reflection, or made it easier, when you think about passing of time. Teacher resources are limited. It is easier when you can pick up points.

Minna: How about tag sets? It seems that they worked well in both of you?

C2: Maybe those teacher-, student-tags, they were difficult to separate, they were in both sides.

It was difficult to choose when you tag, of course there were different things going on, we were also thinking that when you have certain tags, then you try to fit lessons in those tags. Tags were set based on our aims, so in principle, it was holistic, I have a tag 'trigger', quite a specific tag, then I had 'joy of learning', very large and then a trigger. I was wondering if I have these things in my lessons, but then in the end, they could be found in my lessons, they could not be seen beforehand.

Idea was that everything goes well but triggers were needed when everything did not go well, I needed to find something which makes a student go back to working or start working in the first place. Tags were quite fun and recorder had something to do, not only standing.

During the last supervising discussion, a faculty supervisor asked C2 question concerning recorded lessons and the whole practicum period. Reflective questions helped C2 concentrate on key episodes of recorded lessons and expand discussion outside videos. C2 did not only look back on the action but became aware of essential aspects of those instances, thus, a supervisor promoted meaning-oriented reflection of C2 which according to Korthagen and Kessels (2001) promotes professional development in the long run.

A supervisor's questions guided C2 from reflection of teacher behaviour and competencies to questions of C2 as a teacher and a teacher's core qualities, those personal qualities that are important as a teacher and essential source of teacher behaviour (Korthagen, 2004; Tickle, 1999). Discussion addressed competencies and qualities that are essential in a teacher's work, such as peacefulness and an ability to plan a lesson and structure it. A supervisor related those issues to theoretical thinking. The first recorded lesson was maths lesson where students circulated in learning stations. In the second recorded lesson students practiced expressing feelings C2 as a guide.

A faculty supervisor and C2 are watching the first recorded lesson where a student faces a conflict with a student. C2 tries to make a student do an assignment but a student is not willing to do it. Suddenly, a student asked C2 about favourite TV programme. C2 asked a student to do an assignment and promises to tell the answer when an assignment has been done.

A faculty supervisor: What did you think about the situation, when he asked you a question? That it was a trigger and he started to work?

C2: Well, you can think about if he really wanted to do it, he kind of looked for, when I sit down next to him and was there all the time, then he wanted to do and be interested. He asks much and guides the lesson in a direction he wants by asking questions so that he does not have to do assignments.

A faculty supervisor: Could it be, when you were interested in tagging triggers, can it be a trigger? That question, that he gets an answer after he has finished an assignment, that is a trigger?

C2: I think that a trigger is in another place where we play an old game, it is very motivating. I answered his question and said, let's do this, here is a timer, I put a time, that we can play when you have done an assignment. Then we are there alone when the girls leave. So, the beginning of the lesson was challenging, to make them [students] work.

A faculty supervisor: If you should say something about your learning from those instances, so what did you learn?

C2: I think that I have learnt from myself during this practicum period, maybe already during the previous one, that I have never thought that I am peaceful and then [a supervising class teacher and a peer student] say that I am peaceful but I have not thought about that before. Maybe I learnt that from myself as a good thing. What would I do differently? I do not know.

A faculty supervisor: And you have been thinking that those instances of joy of learning are those where you want to learn something yourself, is it right?

C2: Yes, how I can maintain joy of learning

Watching a video of the second lesson and talking about a teacher's roles

A faculty supervisor: How would you define your own role in this situation?

C2: Well, I learn and empathise quite strongly myself as well, I try to sit so that I am not in focus, [two students] are there on back, I try to guide them and manage their mood so that they do not feel too strongly, little bit more peacefully, I try to guide something that students do not manage.

This was a nice lesson in general. We played shop at the beginning of the lesson, it was more free. Students were not able to count independently, there was an assistant, me and [a supervising class teacher]. They needed a lot of guidance, they had a chance to develop these skills.

A faculty supervisor: I consider it as important when you think about teaching or role of a teacher, that you see many roles, if you should mention, like I asked you some time ago, what kind of different roles can a teacher have, if you mention about then different roles?

C2: I think that here it is a promoter of self-confidence, I see it very important with many students in this classroom, I included it in my practical theory as well, if you think about evaluation, why do you need to give a sex in mathematics to some third year student? what is the point of that for a student or anybody? Why cannot we just support a child and make him/her feel that he/she is good as a person and a learner?

I think about strengths all the time...those people have place in the world even though she is not able to count more than then, she is a two grade student, which one to highlight, a mathematical disability or talent that is?

A faculty supervisor: Great thoughts

Data Informing the Case Study

Data	Details
Pre-VEO questionnaire	Complete 27/3/2017
Video 1	Complete 17/2/2017
Video 2	Complete 2/3/2017
Video 3	Missing
Reflection 1	Missing
Reflection 2	Missing
Reflection 3	Missing
Interview / focus group	Completed 23/3/2017
Post-VEO questionnaire	Completed 7/4/2017
Other	<ul style="list-style-type: none"> • a customised, personal tag set created with help of a faculty supervisor • a supervising discussion with a faculty supervisor 16/3/2017 (reflection on teaching practice and recorded lessons)

References

- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching & Teacher Education*, 20(1), 77.
- Korthagen, F. A. J., & Kessels, J. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Mahwah, (N.J.): Lawrence Erlbaum Associates.
- Tickle, L. (1999). Teacher self-appraisal and appraisal of self. In R. P. Lipka, & T. M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 121-141). Albany, New York: State University of New York Press.