



# **Building Confidence with Digital Technology: An Action Research Project**

Noelle Graal, CCCU

Jane Evershed, CCCU

Daniele de Mori Calderon, SCOLA

# Action Research Project

- How do I improve this process of education here? (Reflective Cycle, Whitehead, 1998)
- How can video be applied practically to our teaching and to what benefit?
- To what extent can it be embedded further within teacher training?



# Projected Outcomes from Literature Review

- To encourage focus on Reflective Practice as active, persistent, and careful consideration of any belief or supposed form of knowledge (Dewey, 1933)
- To develop receptive reflection (Ghaye and Ghaye, 1998) and overcome working memory limitations on introspective reasoning (Lyle, 2003)
- To identify CPD needs
- To encourage research stance in trainees; research is systematic self-critical inquiry (Stenhouse, 1981)

# Method

- Trainee teachers video themselves teaching using Flip video (consent forms)
- Trainees review footage (within one week), reflect on performance and record initial thoughts on the observation (STE) form
- Trainee passes form and camera (or emails compressed file) to tutor for review
- Tutor reviews footage and completes STE form
- Tutor and trainee meet for feedback, agreement of development points etc.



# Trainee insights on Video

- On reflection I felt I should give the learners specific timings to each activity for example “I will give you 5 minutes to come up with a sentence about what you think a team leader does”
- I felt the instructions I gave were clear but I felt at times that I should give the Learners more time to reflect on the question that I have asked.
- Your suggestion about “voice on and voice off” made sense to me watching the video back and also taking time to listen to the students.
- Limitations of working memory (Lyle, 2003)

**I probably saw  
myself as others  
normally do**

**I realised that I had not really  
allowed learners to take part in  
their learning during my time at  
the front of the class. They had  
been passive observers who were  
filling out information without  
thinking it through**

**the use of video could be used for self  
assessment purposes, not only to  
record how your students are  
performing but how you, as a teacher,  
are coming across and how you teach.  
This is quite important**

**I wish I had been given this  
opportunity earlier**

**It has not only allowed me to reflect on  
things that were not apparent at the  
time of teaching, but has also provided  
a good refresher for things that  
concerned me at the time , but had  
since faded from memory**

# The journey so far...



## As a trainee teacher, I

- became more self aware of how I might be perceived by others
- adjusted faster to a more learner – centred practice using voice on and off as a personal target
- encouraged others to use video as an assessment and reflection tool

## As a teacher trainer, I

- used group work to develop self awareness of learners relative to their peers
- developed confidence and trust in the classroom
- focussed discussion on recording assessment for learning using video not on the learners themselves or their practice
- record learners' voice using video and audio tape



## **Videoing**

**allows us to record our journey between our learning experience and its understanding so we can reflect more effectively**

# Limitations of the technology

- Sound quality



- Fixed position of camera



- Learner responses to the trainee being videoed



# Next part of the research cycle

- Embed as alternative assessment strategy for teacher training courses cf. Police groups
- Use in moderation and standardisation process across teacher training consortium of 20 partner institutions
- Use footage for training subject specialist mentors
- Use for internal department peer observations





**Any questions?**

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