



First-year teacher candidates' experiences, knowledge and values when noticing teaching praxis in a video-based learning to notice course

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Research on teacher education acknowledges that first-year teacher candidates' prior educational experiences form their conceptions of teaching and learning and that they consecutively develop their attitudes and values (Amundsen et al, 2021). The use of classroom videos has shown a range of advantages for candidates' (Blomberg et al. 2014) and noticing is emphasized as a crucial part of teachers' classroom practice (Dindyal 2021). UCL University College has launched a research and development project on the use of classroom videos and the Learning to notice framework (van Es & Sherin 2002).

Our study explores what first-year teacher candidates identify as important and how they describe and reason on classroom events by pursuing this research question: Which quality criteria can be identified in first-year teacher candidates' descriptions of classroom events, and what signifies the practical theories they draw on when reasoning? With practical theory (Lauvås & Handal, 2015) we distinguish between experience, knowledge and values

as significant factors when reasoning in group dialogues. The four elements in PLATO (Grossman et al. 2015) are used to designate quality criteria.

The empirical data consists of: Individual descriptions (n=69), group descriptions (n=19), group dialogues (n=19) and interviews (n=13). Initially the descriptions are analyzed by focusing on quality criteria then group dialogues are analyzed for reasoning by distinguishing between experience, knowledge and values, i.e., practical theories.

The study concludes that candidates primarily focus on classroom environment and instructional scaffolding while disciplinary demand and content is indistinct. When it comes to their reasoning, they tend to relate to their experiences and values prior to knowledge. This contributes to existing understandings on the importance of teacher candidates' practical theories as a point of departure for teacher education.