# Video as a pedagogy of teacher education: relationship between choice of video clips, support provided and teacher candidate reasoning

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The use of video as an instructional tool might contribute to teacher candidates' (TC) learning (Gaudin & Chaliès, 2015). Still, successful use of video demands a conscious pedagogy of teacher education (Santagata et al., 2021). The third paper focuses on one teacher educator's pedagogy for using video across two years of instruction and examines the research questions: What relationship is there between the quality of the support provided and the quality of TCs' talk around videos of teaching? And how does this evolve over time?

The course was in Norwegian language arts, focused on practices for instructional scaffolding (cf. the PLATO observation protocol, Grossman, 2015), and used video to represent and decompose those practices. Based on research in the field, we developed three analytical frameworks to analyze the quality of: (i) the videos, according to how well they represented the practice in focus (Sherin et al., 2009); (ii) the support provided (i.e., the observation task and supporting materials); and (iii) TCs' reasoning, combining research on qualitative aspects of reasoning (König et al., 2022; Santagata et al., 2021; van Es, 2011; Weyers et al., 2023), on generative talk (Horn & Kane, 2019; Horn & Little, 2010; Little & Horn, 2007), and on practices for instructional scaffolding (Grossman, 2015).

The study follows two cohort across the years 2019 and 2020, and one teacher educator and 60 TCs participated. The paper reports on 10 lessons (n=900 minutes), five each year. All data are transcribed, analysed using the software NVivo12.

Initial findings indicate that there is indeed some association between the quality of videoclips, the quality off the support provided and the quality of candidates' talk – and that the quality increases over time. There are, however, some variation and a few interesting events of exceptions to this overall pattern.