

Interdisciplinary Collaboration in Videographic Teaching Observation – InCoViTO

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Research indicates that the use of scaffolded reflection through video recordings of teaching situations can develop pre-service teachers' interpretation and professional understanding of the subject they teach in relation to the pupils' learning prerequisites. However, few studies have focused on how pre-service teachers use the subjects language and concepts in their conversations with pupils, and whether scaffolded video reflection through coding of the recordings of students own teaching contributes to the quality of their use of orality and subject concept formation in their teaching practice.

The purpose of this study is to explore pre-service teachers understanding of subject language and concepts in their teaching practice, their peer to peer discussions when analyzing video and whether this focus contributes positively to academic awareness and quality of the student teacher's professional understanding of language and concepts in the subjects Danish, natural sciences, social studies and history. By using social cultural discourse analysis as a framework for analyzing field observation of

pre-service teachers peer-to-peer dialogues, interviews and PLATO as a videographic tool in the scaffolding process of the students' analytical work, as well as in the research analysis, the preliminary findings show that it requires a concrete common categorization platform of what academic language and concepts contains in the project's associated subjects. The study also points to a challenge for the students in translating theories and academic language into actual teaching practice. However, our preliminary results also indicate that student teachers' videographic coding and video analysis of their own teaching practice leads to increased awareness in relation to developing a reflected use of academic language in their teaching practice.

The study contributes with important insight to the QUINT projects' theme four; development of video-based teacher training - in relation to subject specific academic linguistic and conceptual awareness in a teaching context.