

Symposium 3 A | Using classroom videos to improve teaching quality and professional learning in teacher practice and teacher education

Room: Tetra

Discussant: Sarah Schneider Kavanagh, University of Pennsylvania

It is widely accepted that students learning is affected by multiple factors, such as student level, classroom level and school and system level. However, recent reviews have highlighted that teaching quality at the classroom level is more important for student learning than several other factors. On that basis, nations are advised to focus directly on teachers' professional learning and development to improve the quality of classroom practice and in doing so the overall quality of the education system. It has also been argued that a coherence between theory and practice in teacher education is a key factor for the quality of teaching. In order to link coursework and fieldwork, theory and practice, a close collaboration between universities and schools and between practitioners and researchers are needed. In this context (see above), authentic artifacts of practice, such as videos, are beneficial. Classroom video-data is a powerful tool for observing quality of teaching. It allows for the analysis of instructional practices from multiple perspectives and viewpoints, and stimulates discussions about pedagogical choices within classrooms, thereby deepening both educators' and teachers' understanding

of the process. Protocol for Language Arts Teaching Observation (PLATO), a standardized observation instrument for quality teaching has been developed for analyzing such data.

In this symposium we approach teaching quality and professional learning from two different but closely related angles with the aim of pinpointing their interconnection. That is, teacher candidates' fieldwork experiences and experienced teachers professional learning. The data draws from studies from QUINT researchers and associate in Norway, Denmark, and Iceland, all using classroom video and PLATO protocol for coming close to the classroom context for creating opportunity to observe, analyze and discuss teaching. With the aim of evaluating and to understand further, the core features of classroom teaching and learning in the diverse situations, the studies also use methods as, interviews, discourse analyses, peer to peer dialogues, reflective logs and evaluation reports.