# Chapter 45

# Video Use in Teacher Education:
## Transition from a Teaching Tool to an Assessment Tool

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## ABSTRACT

*Video is a valuable technology used for teaching and learning and specifically, video plays a significant part in effectively preparing pre-service teachers (PSTs) for the profession. Video is now being used as a form of PST assessment, which raises concern as to whether PSTs are being properly supported in this process. Therefore, this chapter turns to years of research on video use in teacher education to 1.) Identify ways that video has effectively been utilized in teacher education 2.) Understand the most operative aspects of video with respect to both the developer and the observer 3.) Explain the concern surrounding video as a means for assessment in teacher education and 4.) Suggest ways to support PSTs in recording and creating their own video segments of teaching. In doing so, this chapter aims to contribute to improving teacher education programs in terms of video-based assessment.*

## INTRODUCTION

In light of the rapid adoption of portfolio-based performance assessments in teacher education programs across the globe, and in particular the Educator Teacher Performance Assessment (edTPA) initiative (edTPA, 2014) in the United States (U.S.), this chapter is committed to revealing the significance of video in teacher education. Decades of research indicate videos are an effective technology used for teaching and learning (Bannink, 2009; Brunvand, 2010; Barnett, 2006); video has been used for classroom learning, observational learning, professional development, case analysis, and countless other ways throughout the years. More specifically, research has emphasized the role video plays in effectively preparing pre-service teachers (PSTs) for the profession (Gastic, 2013; Van den Berg, Jansen, & Blijleven, 2004). Video has

been used to provide PSTs with models of classroom practice (Stockero, 2008) and has been successfully implemented for professional development purposes (Baran & Cagiltay, 2010; Barnett, 2006; Knight, Pedersen & Peters, 2004; Miller, 2009). Additionally, video has been recognized as a beneficial tool for personal growth and learning, affording a different perspective of an individual's own teaching (Gastic, 2013; Rosaen, Lundeberg, Terpstra, Cooper, Fu, & Niu, 2010; Sherin & van Es, 2005).

More recently video has been underscored at an ever high level – on account of portfolio-based performance assessments. In particular, the recent adoption of the edTPA legislation in teacher education programs across the United States (U.S.) requires PSTs to record and develop a teaching segment that displays their level of readiness to teach. Proponents of the edTPA believe it enables candidates to synthesize all the things they are supposed to be learning in both their course work and their field/student teaching experiences – it reveals whether their understanding can translate into application (Darling-Hammond, 2010). The creation of the video is scored by a non-biased, outside entity and this one-time summative assessment of the portfolio determines whether PSTs are granted access to the profession.

Considering the pressure that PSTs, particularly in the U.S., have to create an effective and "passable" video of their demonstrated teaching ability, it is advised that teacher education programs properly support PSTs in developing effective videos of individual teaching. Although video use in teacher education is not a new phenomenon, the way it is being used is transitioning from an instructional tool to an evaluative tool. Therefore, this chapter turns to years of research on video use in teacher education to (1.) Identify ways that video has effectively been utilized in teacher education for instruction to better understand its role in assessment (2.) Understand the most operative aspects of video with respect to both the developer and the observer (3.) Briefly explain the issues surrounding video use in teacher education and (4.) Suggest ways to support PSTs in recording and creating their own video segments of teaching.

## VIDEO USE IN TEACHER EDUCATION

### Pragmatic Instances of Teaching with Video

One aspect of teacher education involves making examples of authentic practice available to PSTs; teacher educators should provide opportunities for PSTs to learn from pragmatic instances of teaching, to better understand what goes on in an actual classroom. Modeling – a long established learning theory – is a technique that teachers can use to provide an example of a behavior for students to observe and imitate. This method has commonly been used to provide authentic learning experiences to students of all ages, but it is notably effective among adult learners (Knowles, 1973). Especially in teacher education, it is imperative that PSTs are provided with real and authentic classroom situations, as it is critical to their growth and development as a professional. Considering the chances for F2F observation are often limited in teacher education programs due to time constraints, resources, and other accountability measures, video can be used to provide PSTs with more opportunities to observe real classroom practice. This can facilitate PSTs to analyze and reflect on what is actually happening in the classroom (Hughes, Packard, & Pearson, 2000) versus what they are being told happens in the classroom.

Teacher educators can use video to model real cases of classroom practice to PSTs and taking this one step further; teacher educators can direct the focus of the PSTs to observe specific, realistic instances of

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