

## Conceptual Article

# Videocases in teacher education: the potential roles of situational and personal interests in teacher engagement and professional development

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The advent of video technologies has increased access to video records of classroom teaching and learning called videocases. The use of videocases in teacher professional development often involves engaging teachers in video observation and analysis of classroom events to improve their instructional practices. Many studies have reported positive research findings that support video analysis as an effective teacher development tool. Specifically, video has been reported to aid reflection on teaching and learning. Although videocases have been largely beneficial for teacher learning and development, it is not without some challenges, one of which is teachers' reluctance to have their classroom teaching recorded and practice exposed to critical evaluation of a third eye. This paper proposes the potential of an interest-based theory for securing teachers' buy-in and support toward a successful implementation of videocase-based professional learning that can improve classroom practices and student learning. We make recommendations for extending the benefits of videocase analysis to many more teachers.

Keywords: Videocases, Teacher education, Professional development, Personal interest, Situational interest

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## 1. Introduction

The use of video in teacher education to support teacher learning and classroom practice is increasingly prevalent. Videocases are recordings of classroom teachings videotaped by either the teacher themselves or other people (Nagro & Cornelius, 2013). The advent of advanced video technologies has increased access to records of practice, including classroom teaching, learning, and interaction (Baecher et al., 2018; Nagro and Cornelius, 2013). For instance, teacher education programs and educators are increasingly reliant on the use of videocases to support the professional development of preservice and in-service teachers (Santagata et al., 2021; Derry et al., 2014).

Additionally, cloud-based platforms for hosting videocases for classroom observation and coaching have emerged. A few of these platforms are Teaching Works, Early Math by Erikson, CLI Engage, High-Leverage Practices, Edthena, Teaching Channel, Torsh, Teachstone, Insight ADVANCE, BetterLesson, Vosaic, and GoReact. Initially, videos were used in teacher education as a substitute for live classroom observation by school administrators and supervisors for field observation (Olivero, 1965; Derry et al., 2014). With time, academics and teacher educators saw potential in videos and began using them for research and teacher professional development in the early 1990s (Derry et al., 2014).

Although videocases have been largely beneficial for teacher learning and development (Nagro et al., 2017; Fukkink et al., 2011; Beck et al., 2002), it is not without some challenges, one of which is teachers'

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reluctance to have their classroom teaching recorded and practice exposed to critical evaluation by a third eye (Kane et al., 2015; Quinn et al., 2018). This paper proposes the potential of an interest-based theory for securing teachers' buy-in and support toward a successful implementation of videocase-based professional learning that is capable of improving classroom practices and student learning.

## 2. How Videocases are used in Teacher Education

The use of videocases in teacher professional development often involves engaging teachers in video observation and analysis of classroom events. Videocase analysis is commonly used in teacher professional development to foster teacher thinking and cognition, professional vision, and practice, with the ultimate goal of improving learning opportunities for students (Nagro et al., 2017; Nagro & Cornelius, 2013; Beck et al., 2002). Video analysis simply describes the process by which a teacher is videotaped while teaching, the teacher watches the video to reflect on and analyze what occurred, and the teacher makes changes that promote student learning (Nagro & Cornelius, 2013). Many studies have reported positive research findings that support video analysis as an effective teacher development tool (Nagro & Cornelius, 2013; Nagro et al., 2017; Fukkink et al., 2011). For instance, video has been reported to aid reflection on teaching and learning (Borko et al., 2008; Sherin, 2007; Sherin & van Es, 2009; Kleinknecht & Schneider, 2013). Additionally, video has also positively impacted the classroom teaching skills of teachers and their student learning (Kersting et al., 2012; Sherin & van Es, 2005; Kleinknecht & Schneider, 2013). According to Kleinknecht and Schneider (2013), classroom videos engage prior knowledge and experience, which aids teachers' capacity to observe and assess a teaching scenario reflectively and create relevant professional knowledge by integrating theory to practice.

Videocase observation is often used to engage teachers in reflection activities about their own practices; this practice has been deemed an effective feedback strategy for helping teachers improve their teaching practices (Tripp & Rich, 2012). There are at least three affordances of video that makes it a very powerful resource for teacher reflection and learning (Best Foot Forward Project; Kane et al., 2015):

1. When teachers observe video records of their lessons, they are able to notice challenges that might have been otherwise difficult for them to identify while teaching, considering the multiple activities and students that teachers attend to when teaching. This solves the omniscience flaw that typically arises during their reflection in practice or reflection on practice without video (Kane et al., 2015 in Best Foot Forward Project, 2015). Since teachers are neither omniscient nor able to retrieve their classroom events accurately without missing any important aspects, video records provide them the opportunity to relive their classroom experience and observe events that took place to a near-perfect extent.

2. The playback features of video enable teachers to watch the lesson at their own pace and to use pause, when necessary, to think about the root causes of specific problems in their lessons. This helps to eradicate the symptom-treatment flaw that characterizes reflection without video (Kane et al., 2015). It is easier to assume an improbable solution when teachers are unable to recollect the complete pictures of events that took place during their instruction. Video records can help them see important contexts and give them time to reflect and think critically about crucial discretionary moments in their classroom teaching and devise the best response to those events, particularly things they might do differently when in a similar situation or decisions they might have to take as a follow up to the events they observed in their teaching videos.

3. Video enables teachers to have a repeated experience of certain events in their class without losing any details compared to when they do not videotape their class and have to rely on their memory alone to relive a class event. This helps teachers prevent the recollection flaw that characterizes the traditional reflection practice without video (Kane et al., 2015). As described in point two above, teachers' inability to accurately recollect valuable events that took place during their instruction might lead them to address an instructional situation wrongly (symptom-treatment flaw). In essence, teachers must have an accurate recollection to be able to avoid symptom-treatment flaws, effect appropriate changes to their practices, and make professionally appropriate decisions that can help them improve their students' learning experience and outcomes.

## 3. Deprivatizing Classroom Practices with Videocases

Studies have shown that teachers learn and can improve their practice when they have the opportunity to view and comment on videos of their classroom teaching, reflect on their practices, develop their abilities to notice their student thinking, and design follow-up activities to support their student learning (Ellet & Smith, 1975; Beck et al., 2002; Sherin & van Es, 2009; Seidel et al., 2013; Santagata & Taylor, 2018). Unlike the traditional model of professional development, which often involves a one-stop workshop or short-term

training without follow-up, teachers who participate in a videocase-based lesson analysis learn more professionally and are more likely to make needed changes to their classroom practices toward improving their students' experience and achievement (Morin et al., 2018).

Although videocases are beneficial, teachers do not like to have their classroom recorded especially by an outsider. And when they get recorded, they like to have control over who watches their videos (Kane et al., 2015; Quinn et al., 2018). And that is understandable, most of us do not want to be an object of other people's critical commentary. However, the literature suggests that deprivatizing the teaching practice has a lot of benefits for teachers' professional growth and classroom practice (Kane et al., 2015; Quinn et al., 2018). And one way to do that is through videocase-based coaching, professional collaboration, and guided personal reflection. It is, therefore, important to find ways to get teachers' buy-in and interest in what we know works and can optimally support their professional learning, growth, and practice.

#### **4. Interest and its Potential for Teacher Engagement**

Research suggests that people, including teachers, will learn and perform well if they are interested and, conversely, will not learn or perform well if they are uninterested (Schunk, Pintrich, & Meece, 2014). The question is, if videocases are such powerful media for teacher professional learning and development, how do we get teachers interested? How do we get their interest in having their classroom instruction recorded and having them share those videos with their colleagues to view and provide them constructive and helpful feedback? We look to the interest literature for guidance and insight into issues around interest development.

Schraw & Lehman (2001) defined interest as "the liking of and willful engagement in an activity." Interest is a "particular relation between a person and a content area, such as task, topic or domain, that is characterized by focused attention and heightened engagement" (Hidi & Baird, 1988; Krapp, 2002; Renninger, 1990, 2000). It can also be conceptualized as a learner's predisposition to reengage particular domain- or task-specific content, such as science, mathematics, videocases, and chess, over time and the psychological state associated with this engagement" (Renninger, 2009; Ainley, 2006; Krapp, Hidi, & Renninger, 1992; Durik & Harackiewicz, 2007).

There is a commonly drawn distinction between personal (or individual) interest and situational interest (Schiefele, 2009). Personal interest describes a stable disposition toward a domain- or task-specific content, while situational interest describes a transient engagement with a task or content that is driven by a catch-and-hold prompt (Urdu & Turner, 2005). In developing people's situational interests, the materials must first catch their attention before they can successfully hold their interest; hence catch precedes hold (Hidi & Baird, 1986; Mitchell, 1993). Activities or task prompts that hold people's interest often underscore the inherent value and relevance of the tasks towards achieving important goals (Mitchell, 1993; Hidi & Harackiewicz, 2000; Krapp, 2002; Renninger, 2000).

#### **5. Interest in Relation to Different Forms and Uses of Videocases**

The proposition in this paper is that we can develop teachers' personal interest in videocases through an initial prompting of their situational interests in videocases. Since there are multiple sources of videocases, there is a need to disentangle them. First, teachers can be the source of their own videocases, which means they are the person teaching in the video. Other known colleagues can be the second source of the video; in this case, a colleague of theirs is the person teaching in the video. Third, teachers can watch stock videos, which are professionally shot classroom videos of unknown teachers (Zhang et al., 2011; Aina & Adesope, 2019; Santagata et al., 2021). This leaves three fundamental questions to be answered. Whose video should teachers watch and comment on? Who should record the videos? With whom should teachers watch their videocases?

Whose video should teachers watch and comment on? This is a relatively open question that needs some empirical answers. However, the literature seems to suggest that teachers are likely to learn better when they watch videos of either themselves or a teacher they do not know personally (Aina & Adesope, 2019; Zhang et al., 2011; Wright, 2012; Seidel et al., 2011, Beisiegel, et al., 2018). Teachers learn least when they were asked to analyze the videocases of a colleague they knew because they did not want to criticize or hurt their colleagues (Aina & Adesope). Asking teachers to watch and comment on videocase of an unknown teacher might help in mitigating the "culture of nice" and the tendency towards "deceptive discourse" that teachers engage in when asked to comment on the video of their known colleagues (MacDonald, 2011; Beisiegel et al., 2018; Seidel et al., 2011).

Who should record the classroom videos? The literature also suggests that teachers are likely to learn best when they either self-record their own video and voluntarily submit their best lessons for viewing or watch a professionally shot video that is similar to the class they teach (Aina & Adesope, 2019; Kane et al., 2015; Quinn et al., 2018). However, they learn least when an outsider stays in their classroom recording them while they teach. They seem to feel like they are being monitored or under watch (Aina & Adesope, 2019). When teachers self-record their own videos, they do so without the consciousness of what a third party thinks about their teaching. And when they are given a stock video to view, they do not have to bother about hurting or being too critical of their peer or known colleague. These recommendations are important for deriving optimal learning benefits from engaging teachers in videocase analysis.

With whom should teachers watch their videocases? Research suggests that teachers learn best when they watch videocases with their colleagues than when they watch them alone (Aina & Adesope, 2019; Fadde & Sullivan, 2013; Roth et al., 2018; Roth et al., 2011). However, teachers don't like to criticize their colleagues, so to get the best out of collective videocase analysis, facilitators must ensure there is an existing culture of collaboration, a space where teachers feel safe to have candid conversations and give each other constructive and helpful feedback that is centered on practice and student learning; rather than on issues related to mannerisms, personal preferences and classroom structure (Van Es & Sherin, 2008; So, Pow & Hung, 2009; Seidel, et al., 2011).

## 6. Leveraging Interest Theories for Videocase Engagement

In line with what we know about different forms of videocases, the contextual boundaries about their effective use, and how human interest develops over time, we argue that teachers' situational interest can be prompted at the onset by using stock videos, such that teachers get used to watching professionally shot videos of other teachers they do not know personally. The goal here is to get them comfortable with learning professionally from videocases, giving and receiving feedback about what they notice when viewing the stock video, and using the knowledge to improve their practices. In line with what we know about how situational interest works, these recommendations are important for two reasons. First, there is a catch; and second, there is a hold.

1. The catch in stock videocases is that, against asking teachers to self-record at the onset, they start by watching stock videos, getting comfortable watching videos of other people's teaching; and giving feedback as an expert (Aina & Adesope, 2019; Beisiegel et al., 2018; Urdan & Turner, 2005; Hidi & Baird, 1986; Mitchell, 1993). Why is that important? We know that teachers are often reluctant at the onset to expose their practice to the public eye; stock videocases might be strategically used to minimize that initial barrier and get them to see the benefits of analyzing video records of classroom instructions. Additionally, it might allay teachers' fears of being labeled as being too critical of their colleagues' teaching since the teacher in the stock videocase they view is often not personally known by them. That experience of analyzing stock footage of unknown teachers might be used as a learning moment for developing the skills and capacity to provide constructive and professionally helpful feedback on the teaching practice of others. This recommendation is crucial because, to maintain people's situational interests successfully, the learning materials must first capture their attention. Therefore, catch comes before hold (Hidi & Baird, 1986; Mitchell, 1993; Urdan & Turner, 2005). Stock videocase might serve as a good catch, needed to help teachers develop a personal and stronger interest in having their classroom teaching recorded and observed for professional development purposes.

2. The hold in using stock videocases is in connecting the videocases to teachers' own practices, asking them to reflect on how they can apply what they observe in the stock footage to their own practices. This recommendation is very important because teachers might easily disengage if the stock videocase is not directly relevant to their practices, subjects and grades taught, and their current professional needs. Hence, the stock videocase selected for use must be contextually appropriate and relevant to the teachers in terms of grades, subjects, classroom composition and diversity, and stages in their career development. This recommendation is crucial because activities or task prompts that hold people's interest often emphasize the intrinsic worth and importance of the tasks in the context of accomplishing significant objectives (Mitchell, 1993; Hidi & Harackiewicz, 2000; Krapp, 2002; Renninger, 2000).

We believe and propose, in line with the theories of interest, that as teachers' situational interest develops through an initial and repeated exposure to stock videocase analysis, both individually and collaboratively with other teachers, their interest in learning with videocases, getting comfortable with having themselves recorded and being viewed by their colleagues will become stronger and evolves into a personal interest in videocases. In our view, teachers' personal interest in videocases can be conceptualized as the willingness to

have their classroom teaching video recorded, watched, and reflected upon by them and their colleagues, to receive feedback for improving their practice and student learning experience and outcomes.

## 7. Conclusion

In summary, we discussed the use and benefits of videocases in teacher education, which have been traced to the advent and influx of advanced and portable video technologies. Additionally, we identified the needs for and benefits of deprivatizing teachers' practices using videocases and addressing teachers' concerns about exposing their practices to the public eye. We proposed an interest-based approach to helping teachers overcome their initial hesitation to having their classroom practices recorded on tape and reviewed by their colleagues for professional learning purposes. Based on the logic of our proposal and its well-established theoretical underpinnings, we believe that the benefits of videocases can get to more teachers and classrooms globally. Additionally, we hope that the gaps identified and the proposals made in the paper will be further examined and subject to empirical inquiry by scholars in the field of education.

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