

International Seminar on Teacher Video-training :

Design, uses and study of video-training devices

(Lyon, January 21-22-23rd, 2014)

- **Participants :**

USA: Rosella Santagata; *UK:* Vivienne Baumfield, Moira Hulme; *Switzerland:* Valérie Lussi-Borer; *Spain:* Paula Jardon; *Slovenia:* Simona Cajhen; *Hungary:* Marta Hunya; *Estonia:* Kadri Ugur; *France:* Lionel Roche, Cyrille Gaudin, Céline Blanes.

- **Steering committee**

Institut français de l'Éducation – ENS de Lyon: Simon Flandin, Luc Ria, Séverine Bresciani.

- **Topic context and project rationale**

Video materials are more and more used in initial and long-life teacher training at an international scale, so that "video-based professional development" has become a common term in the scientific literature of the field, despite of a lack of research evidence (Brophy, 2004 ; Gaudin & Chaliès, 2011 ; Sherin, 2004). A plurality of training practices can be observed and systematic studies are being conducted in order to try to identify the most efficient ones. The literature is full of quantitative studies evaluating the differential effects generated by two or three independent variables, most of the time judging from the nature of the video materials: video of oneself vs video of another (Seidel, Stürmer, Blomberg, Kobarg & Schwindt, 2011), video of a known colleague vs video of an unknown colleague (Zhang, Lundeberg, Koehler, & Eberhardt, 2011), subject of the video vs subject of the teacher (Blomberg, Stürmer & Seidel, 2011), etc. Other studies, fewer, deal with training and educational practices (e.g. Seidel, Blomberg & Renkl, 2013) or learning goals (e.g. Blomberg, Sherin, Renkl, Glogger, & Seidel, 2013). Moreover, despite a few publications synthesizing training effects and advices (e.g. Blomberg, Renkl, Sherin, Borko & Seidel, 2013), the field remains atomized although teacher video-training has been studied for fifteen years.

This is due to the recurrent difficulty of linking multiple variables influencing practices with multiple possible effects on professional development. Also, the latest researches focus on the effects on the development of their ability to observe and reflect from teaching situations, considered as a key indicator of learning (e.g. Blomberg, Sherin, Renkl, Glogger & Seidel, 2013). This ability is considered as evidence of one's skill in thinking productively about instruction (Davis, 2006) and is strongly linked to teaching efficiency (Kersting, Givvin, Sotelo, & Stigler, 2010 ; Santagata, Gallimore, & Stigler, 2005 ; van Es & Sherin, 2002), experts being better than novices in doing it (Hammerness, Darling-Hammond & Shulman, 2002 ; Berliner, 1991). Authors even think that the development of the skill to reflect and deliberate judging from a teaching situation should be at the center of teacher education (e.g. Hiebert et al. 2007), whereas others highlight rather the importance of training teachers with materials adapted from *real work activity* and *work rules and concerns* (e.g. Flandin & Ria, 2012 ; Gaudin & Chaliès, 2011), and design video-training devices with such theoretical backgrounds¹ (Picard & Ria, 2011 ; Leblanc & Ria, accepted).

It seems very important now to take stock of this emerging body of research evidence and to discuss it at a European scale so that evidence based video-training instructions could be operationalised within various cultural, theoretical and methodological settings.

¹ For example, the *NeoPass@ction* platform (neo.ens-lyon.fr)

- **Programme**



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Tuesday, 21st January 2014

Meeting room n°3, first floor

8:30 – 9:00: *Welcoming coffee*

9:00 – 10:00 Opening of the study visit

- Presentation of the participants
- Goals and work modalities
- Agenda for the three days and coherence of proposals
- Practical organization

10:00 – 12:00: Workshop 1 : Videotraining concrete practices

Presentation (15-20)' and discussion (10-15') of each participant groundwork.

12:00 – 13:15: *Lunch break*

13:15 – 14:45: Workshop 1 (following)

Presentation (15-20)' and discussion (10-15') of each participant groundwork.

14:45 – 15:15: Synthesis of the discussions

15:15 – 15:30: *Coffee break*

15:30 – 17:30: Valérie Lussi Borer (University of Geneva, Switzerland) & **Luc Ria** (IFÉ, France)

“Two examples of a situated research-training using video at a local scale: the case of a school in a “priority education zone” and of a pedagogical circonscription”.

17:30: End of the session

[17:30 – 18:00]: *Subsidiary issues*

Each day, at the end of the session, we can deal with questions that have not been raised yet (personal requests, specific point, aspect to discuss further...)

Wednesday, 22nd January 2014
Meeting room n°3, first floor

8:30 – 9:00: Welcoming coffee

9:00 – 10:30: Workshop 2: Exploration and discussion of an “activity-centred” video device

Free browsing on the (brand new) English version of the first NeoPass@ction thema – “Starting the course and getting pupils to work”.

10:30 – 11:45: Workshop 2 (following)

Questions and discussion about the NeoPass@ction program, platform and uses.

11:45 – 13:15: Lunch break

13:15 – 14:15: Lionel Roche (University of Clermont-Ferrand, France)

"Using video as a resource for multimodal devices for teachers training."

14:15 – 16:00: Workshop 3: Analysis of video materials and design of videotraining situations

Different teaching sequences will be shown to the participants. For each one, they will be asked to use and confront their theoretical frameworks, and then to try to imagine how to design a training scenario using these activity traces.

[16:00 – 17:00: Rosella Santagata (University of California)]

[“Understanding and fostering video-based professional development of teachers”.] – To be confirmed.

17:00: End of the session

[17:00 – 17:30]: Subsidiary issues

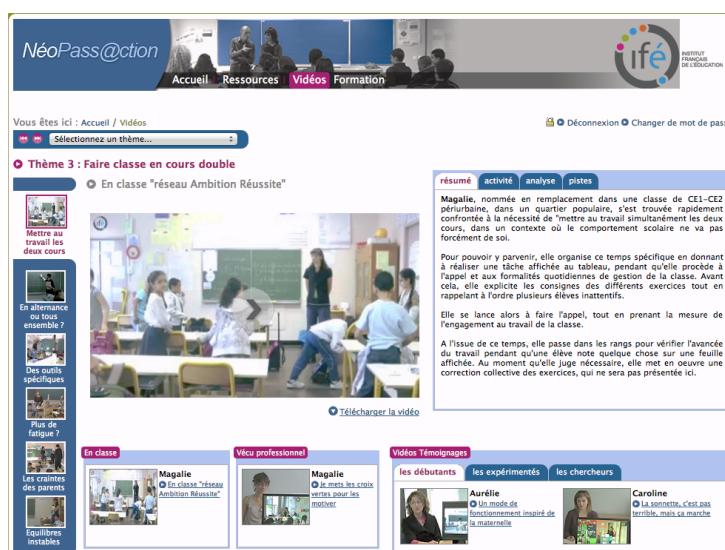


Figure 1 : Screenshot from NeoPass@ction website (neo.ens-lyon.fr)

Thursday, 23th January 2014

Issues in teacher “video-training”

Which theoretical choices ? Which scenarios ? For which effects ?

Where : Amphitheater Descartes – École normale supérieure (Lyon)



The use of video resources for teacher's training become more and more common worldwide. Various different uses can therefore be observed. Researchers study this wide range of uses in order to identify the specificities and the efficiency of professionalization practices for initial education and lifelong training of teachers.

But several issues of the *video-based professional development* deserve further discussion:

- does video resources have to be used to train teaching analysts or teaching practitioners ?
- what is the added value for trainee teachers professionalization ?
- what are the most suitable “video-training” modalities in terms of professionalization, regarding students curriculum level ?
- does the teacher's professional vision has to be adapted to the video or does the video has to be adapted to the teacher's professional vision ?

Following the contributions of several international specialists, the presentation of doctoral researches' data and the testimonies of concrete experiments, a panel of experts will offer a synthesis specifying promising purposes as well as limits and “blind spots” still pending which deserve further investigations.

Consensus/dissensus conference program

- **Welcome at 9.00 AM**
- **Opening : Jacques Samarut**, President of ENS (Lyon) (9h30)
Michel Lussault, Director of Ifé
- **About the UNESCO Chair : Luc Ria** (9h45)

Contributions :

- « State-of-art » crossed-presentation:
Cyrille Gaudin (University of Toulouse), “The “video-training” at an international scale: which new purposes ? Which potentials, which “blind spots” ? (10h-10h30)
Simon Flandin (Ifé), “Three contrasted approaches of “video-training” in the Francophone community. Epistemological issues and effects in training” (10h30-11h)
- **Rossella Santagata** (University of California), “Teacher learning, video in teacher preparation and professional development” (11h-11h45)

Discussion with the audience (11h-45-12h15)

Lunch break

- **Andrée Tiberghien** (University Lumière Lyon 2), “Using video for training: a didactical approach” (13h30-14h)
- **Robert David** (Université of Montréal), by videoconference from Canada (14h-14h30)
- **Marc Blondeau et Bernard Van Keirsbilck** (HEP ISPGalilée - Bruxelles) “Testimony of the use of a video device for initial education of teachers in Wallonie-Bruxelles federation” (14h30-15h)

Discussion with the audience (15h-15h15)

- **Serge Leblanc** (University of Montpellier), ““Video-training” scenarios within a progressive professionalization process” (15h15-15h45)

Discussion with the audience (15h45-16h)

Panel of experts: synthesis of consensus and dissensus elements (16h-16h45)

- **Brigitte Albero** (University Rennes 2), **Valérie Lussi Borer** (University of Genève), **Patrick Picard** (Ifé), **Philippe Veyrunes** (University of Toulouse), **Laurent Veillard** (University of Lyon)

Final meeting: feedbacks from both visitors and hosts and possible future collaborations (design, research, events...) (17h-17h30)

17h30 : End of the international seminar

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