



Initial Teacher Education and the use of video technology in Open University Partnership schools

The use of video technology for reflection on lessons was found to be inconsistent. There is a need to support embedding the use of video technology in student teacher reflection.

Project lead:

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It can be difficult to remember how things have gone, so the video is another 'thinking' device, as I can't take it all in in the moment.



Student teacher

The headline

Video technology offers a range of benefits as a pedagogical tool to support student teacher learning. The challenges identified are not related to the use of the tool for effective student teacher learning, but are practical or personal.

What was the project about?

The potential for, and application of video technology in Initial Teacher Education is constantly evolving. This project established the current level of schools' engagement, the activities video technology is used for, and the perceived benefits and challenges to all involved. More than 100 participants, including student teachers, mentors, school senior managers and pupils contributed their views on the use of video technology in lessons. These views were collected using an online survey, interviews and group discussions.

What were the findings?

From focus group participants/mentors...

- The use of video technology is reported to be inconsistent
- Conversations with mentors and school colleagues are reported to be the most effective approach for reflecting on practice
- The benefits of using video technology in lesson include:
 - supporting the identification of improvements and strengths
 - facilitating the observation of different techniques
 - providing a basis for mentoring discussions
- The challenges of using video technology involve:
 - missing aspects of learning
 - safeguarding concerns
 - feeling self-conscious while filming
- There is a clear need to embed support to encourage effective use of video technology in lessons for it to have a positive impact on reflective practice

We learned that...

- Increased awareness of the need to provide further training and support to use video technology for reflection in lessons for both student teachers and the school staff who support them
- Increased awareness of the need to provide scaffolding to support reflective practice using video technology
- Support mechanisms and resources to be developed to address the challenges identified

What next?

A bank of video recordings has been collected – this is currently being edited and further clips will be sourced to ensure a broad range of themes is included in the resource bank; this will be made available to the Partnership. The resource bank will showcase effective examples of using video technology, alongside content/ a training tool that will support how to video record lessons and use the video technology to support reflection of teaching practice.

For further information on this project, please contact wels-praxis@open.ac.uk.



