

## **Video as a tool**

Video is one of the mediating tools and processes underpinning (reinforcement) student teachers' professional learning and sits alongside other activities such as mentoring, peer review and action enquiry.

- It helped us to really hone (improve) in on the areas that needed attention.
- (Video) produces empirical (experimental) evidence'.
- It allowed us to contextualize our (mentoring) session and focus on particular aspects of our teaching
- more conscious of their (teacher and student both) actions
- Used video as a tool for planning subsequent lessons and their evaluations of them.
- video highlighted things which evaluate in future lessons
- Recording appears to provide momentum (motion) in novice (beginner) teachers' professional learning.
- Increased self-awareness and confidence.
- videoed made teachers more aware of how he can influence the behavior of their students
- Video made it easier to think about what I was doing while teaching.
- Teacher is able to 'manufacture' his teaching style,

### **The 3 key issues are:**

- The need to gain parental permission to video-record pupils
- The increased anxiety about their teaching felt by some student teachers when they were being recorded
- The time required to source, set up, watch and analyze the video
- The student teacher and / or their mentor failing to integrate the use of video into their overall evaluative and mentoring processes.