

**REFLECTIONS ON  
PRACTICE CO-  
CREATED BY  
EXPERTS AND  
NOVICES USING  
VIDEO  
COLLABORATION  
SOFTWARE**

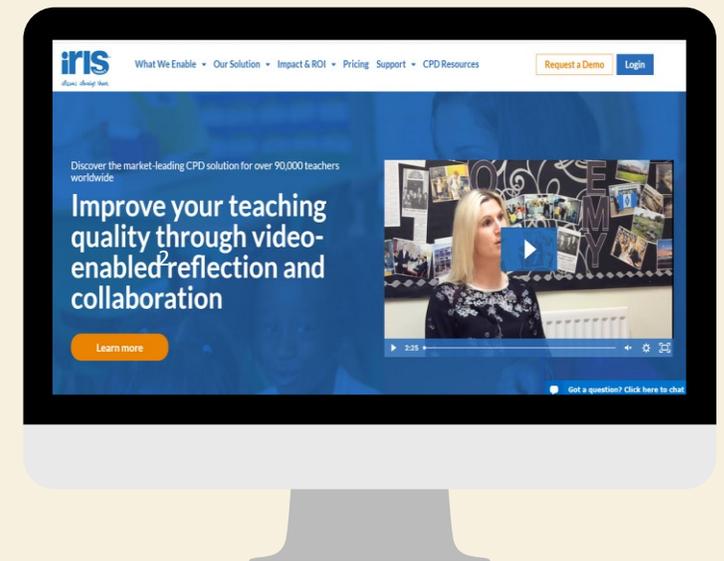
Using IRIS connect to develop co-created active blended learning videos of interactions between expert and novice practitioners.

DR EMMA WHEWELL AND DR HELEN CALDWELL

IRIS Connect is a video collaboration and professional development tool which can be used in teaching.

It provides teachers with the opportunity to record classroom-based teaching and learning or capture online teaching.

Teachers can reflect on teaching and learning, analyse practice, add time-stamped comments, edit their videos and share with colleagues or leaders for feedback (Davis et al., 2017, p.4).



# Project background

- This project uses video collaboration software to facilitate mentoring discussion between novice and expert teachers.
- The software, IRIS Connect, was used by initial teacher training students to co-create teaching resources and aid the development of student teachers' skills, knowledge and understanding of teaching.



---

**1. To analyse interactions between novice and expert teachers in their discussions around their practices**

---

2. To explore the potential for IRIS Connect to be used with ITT students as a pedagogic tool

---

3. To support ITT students to develop a set of video resources that can be used with students and school-based partners

# **RESEARCH AIMS**

# Expert teachers

Provide [preservice] teachers with constructive and critical feedback (Fletcher, 2012, p.392).

The critical difference between experts and experienced non-experts lies in the way they complete the task or the types of tasks they take on' (Tsui, 2009, pp.422-423)

It should not be assumed that a very good teacher will become a very good mentor (Whewell, 2019)

**Romar and Frisk (2017) suggest that an expert teacher has both excellent teaching skills and high levels of subject matter competence.**

**Have responsibility to model behaviours, attitudes, skills and knowledge that are deemed to be aligned with that of an effective teacher (Fletcher and Kosnik, 2016, p. 557)**

**An expert teacher has 'pedagogical expertise developed out of years of experience' (Tsui, 2009, p. 421).**

**Although the roles of mentor and teacher are complimentary in many ways Schatz-Oppenheimer (2017) maintains that there are distinct and challenging differences in the role.**

**Reflection, application to context and integrating classroom knowledge are three dimensions deemed to be appropriate for the role of the expert/mentor (Whewell, 2019)**

# METHODOLOGY

- The research uses an ethnographic methodology, which explores the lived experiences of expert and novice teachers.
- Reflective discussions between expert and novice teachers
- Participants reflected upon the pedagogical approaches demonstrated in the teaching and upon the process of video-supported mentoring itself.

# THEORETICAL FRAMEWORK

WHEWELL (2019)

Integrating aspects  
of teacher  
knowledge

Establishment of  
classroom work  
and learning

Organisation of  
learning and the  
object of learning

Relating contexts of  
work and exploiting  
situated possibilities

Perceiving and  
exploiting  
possibilities for  
learning

Maximising available  
resources for  
learning

Reflective practice

Theorising practical  
knowledge

Practicalising  
theoretical  
knowledge

# INTEGRATING ASPECTS OF TEACHER KNOWLEDGE

Establishment of classroom work and learning



‘But it also It teaches them that they’re, they’re allowed to question me and to ask whether I’ve got something right or not, because I make mistakes all the time.’



‘Okay, Miss is an elephant, I’m going to be a monkey or I’m going to be a lion, because then that shows them making a decision. So for your assessment and feedback - big tick.’

Organisation of learning and the object of learning



‘Lots of instructional speech, ‘first’, ‘second’, you know your time connectives were there, which is important. And, lots of teacher modelling, so that was really good.’



‘I don’t know if you noticed at one point, it’s kind of subtle, but I like doing this where I get a word wrong, and then leave a gap for a student to correct it.’

# RELATING CONTEXTS OF WORK AND EXPLOITING SITUATED POSSIBILITIES

Perceiving and exploiting possibilities for learning



'I think what, one thing I would have done with this, if this was what I had to do, you've got a lovely big white wall behind you. I think I would have had pictures of animals up there, maybe an elephant, bear. I might have even put my learning objectives up there, you know, you've got your whiteboard behind you.'



'I think a lot of people don't realize how worthy maths is, there's a lot of a lot of times where if you are, if you understand the language, you understand the vocabulary that's used, you can quite often pick up what to do from a title.'

Maximising available resources for learning



'I think, yes, you had really chunked instructions, which were nice and clear.'



'But if you'd had your multilink cubes still down, and if it hadn't rained and you had a couple of children lay down, you could say, 'which is quicker? Is it quicker to count the 150 multilink cubes, we've got on the floor or is it quicker to count steps?'

# REFLECTIVE PRACTICE

## Theorising practical knowledge



‘What I saw with you modelling your verbal reinforcement is called dual coding. Yeah, so that they have two things to use. Like they have the language so they hear the word ‘bear’, they hear the word ‘grizzly bear’ and they also see the claws that go with it.’



‘Yeah, and that kind of child centred pedagogy as well. So you've modelled it, and then given them that independent choice of what they can use.’

## Practicalising theoretical knowledge



‘You are dealing with year ones, many of whom speak English as an additional language. So those small pieces of information that are modelled, is really important, because they can't, one – cognitively take on lots of information, and two- if they are having to , perhaps translate.’



‘I ask them questions that are kind of they, I'm trying to elicit a specific answer from them but most of the time, they don't give me that specific answer. But they give me something, which is a building block for that answer and I think I feel that it's really important to, to encourage giving me wrong, wrong answers that are nevertheless useful.’

# REFLECTIONS AND RECOMMENDATIONS

- Iris connect facilitated discussions around all aspects of the 'expert teacher' most notably in theorising practical knowledge and in exploiting opportunities for learning.
- Dialogue facilitated reflection and recommendation between both novice and expert
- Participants reported the editing and pause features facilitated a more in depth discussion related to practice of both the expert and novice
- Watching their own practice was deemed beneficial for reflecting on behaviours and mannerisms and elicited feed forward suggestions from both novice and expert.
- After initial apprehension all participants reported they felt more at ease than in face to face observations.

# REFERENCES

Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education*. 8th Edition. Abingdon: Routledge.

Davis, P., Perry, T. and Kirkman, J. (2017) IRIS Connect: Developing Classroom Dialogue and Formative Feedback Through Collective Video Reflection: Evaluation Report and Executive Summary. *Education Endowment Foundation* .

Fletcher, T. (2012) Experiences and Identities: Pre-service Elementary Classroom Teacher Being and Becoming Physical Education Teachers. *European Physical Education Review*. **18** (3), pp. 380 – 395.

Fletcher, T. and Kosnik, C. (2013) Pre-service Primary Teachers Negotiating Physical Education Identities During the Practicum. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*. **44** (5), pp.556-565.

Romar, J. and Frisk, A. (2017) The Influence of Occupational Socialization on Novice Teachers' Practical Knowledge, Confidence and Teaching in Physical Education. *Qualitative Research in Education*. **6** (1), pp. 86-116.

Schatz-Oppenheimer, O. (2017) Being a Mentor: Novice Teachers' Mentors' Conceptions of Mentoring Prior to Training. *Professional Development in Education*. **43** (2), pp.274-292.

Tsui, A. (2009) Distinctive Qualities of Expert Teachers. *Teachers and Teaching: theory and practice*. **15** (4) pp.421-439.

Whewell, E. (2019) Primary Physical Education Teacher Identity. In: Peters, M. (eds) *Encyclopaedia of Teacher Education*. Singapore, Springer.



**Thank you**