



Teaching practice in Finnish teacher education: the use of video as part of supervision

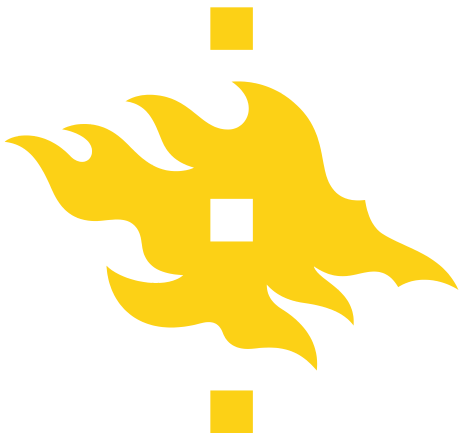
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Outline of the presentation

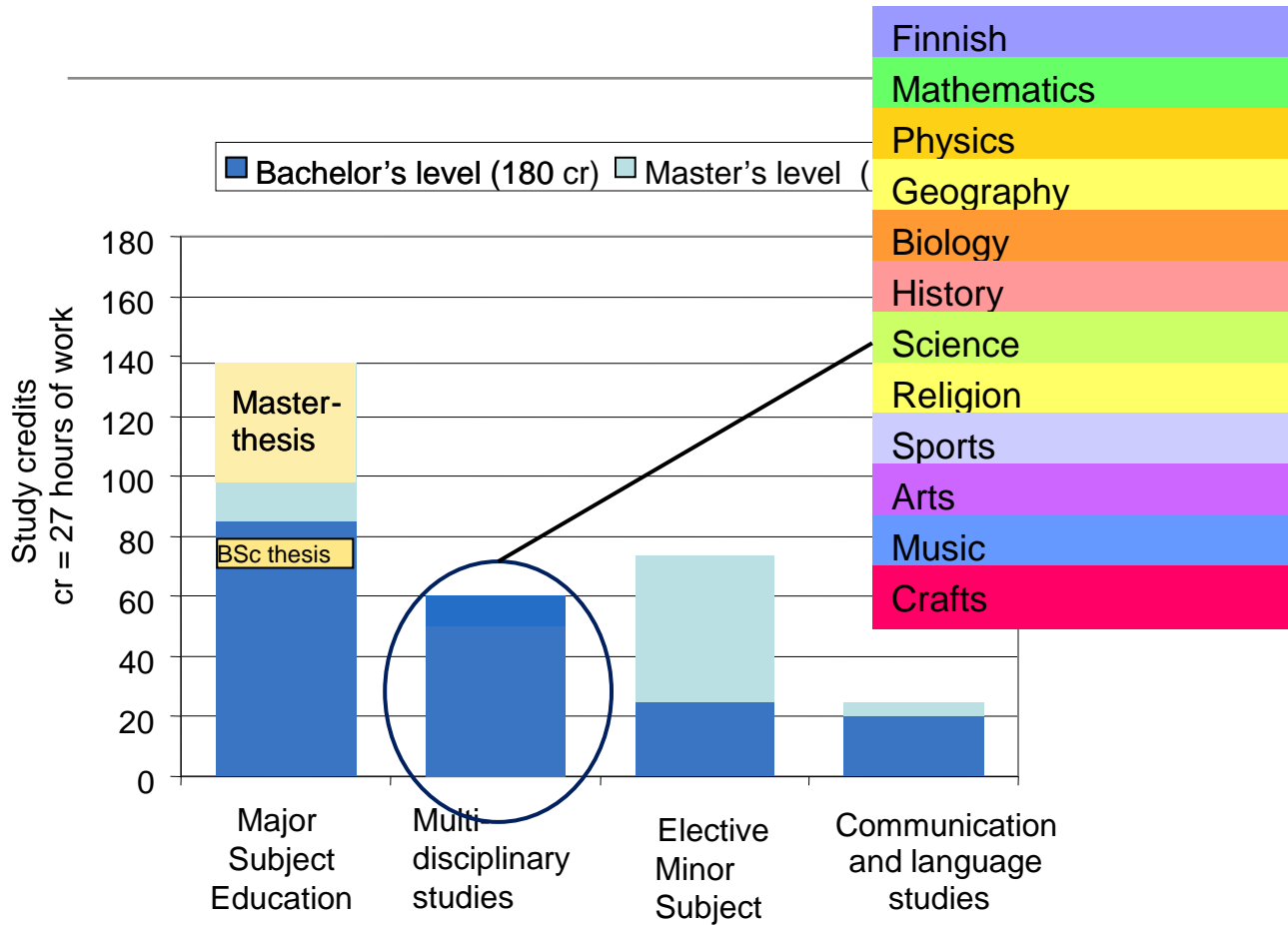
- Teaching practice at the University of Helsinki
- Video as part of supervision, two examples

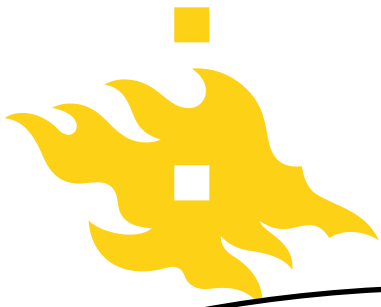


Teaching practice as part of Primary Teacher Education



Structure of the Master degree of a primary teacher: 3 + 2 years





The structure of the curriculum (Primary Teacher Education, 300 cr)

Multiplicinary I (1st year, 3 cr)
 Multidisciplinary II (3rd year, 9 cr)
 Advanced (5th year, 8 cr)

Teaching practice 20 cr
 ~ max. 120 supervised
 lesson hours
 (teaching in pairs)

HELSINGIN YLIOPISTO HELSINGFORS UNIVERSITET UNIVERSITY OF HELSINKI		BEd MEd	
Minor subject studies			
Multidisciplinary studies in subjects and cross-curricular issues taught in comprehensive school 60 cr			
1. Mother tongue	8 cr	8 cr	
2. Mathematics	7 cr	7 cr	
Main subjects 140 cr			
Cultural bases of education	15 cr	15 cr	
Introduction to education	3 cr	3 cr	
Change and continuity	3 cr	3 cr	
Individual confronting change	3 cr	3 cr	
Psychological bases of education	15 cr	15 cr	
Growth, development, and learning	5 cr	5 cr	
Knowing your pupil	5 cr	5 cr	
Special needs education and pupil support	5 cr	5 cr	
Pedagogical bases of education	20 cr	20 cr	
Didactics	7 cr	7 cr	
Theory and didactics of early childhood education	3 cr	3 cr	
Curriculum theory and evaluation	3 cr	3 cr	
Pedagogical knowledge and construction of personality	7 cr	7 cr	
Research studies in education	70 cr	70 cr	
Introduction to educational research	3 cr	3 cr	
Educational research methods	7 cr	7 cr	
Bachelor's thesis (incl. seminars 4 cr)	10 cr	10 cr	
Research in teaching	5 cr	5 cr	
Advanced quantitative research methods	5 cr	5 cr	
Advanced qualitative research methods	5 cr	5 cr	
Master's thesis	40 cr	40 cr	
Teaching practice	20 cr	20 cr	
Minor subject teaching practice	12 cr	12 cr	
Main subject teaching practice	8 cr	8 cr	
1 ECTS credit = 27 hours of work			



Teaching practice in different schools

University Teacher Training Schools

- Multidisciplinary practice I and II
- Professional mentors

Field schools

- Advanced practice
- Field school network
- Teachers are required to have a special course in mentoring student teachers





Key features of the teaching practice

Theoretical aspects are integrated with practice during the studies at all stages. The aims of the teaching practice are

- to mature as a pedagogically thinking teachers,
- to grow into the profession,
- to become aware of their practical theories and views on educational matters.

In teaching practice, there are four participants whose interaction with each other plays an important role

- a student teacher him/herself
- peer student teachers
- supervisor from the university (university lecturer)
- supervisor at the school where teaching practice takes place



Video as part of supervision

Example 1: ACTTEA, EU project 2012-2015

University of Helsinki & University of Turku, Finland
University of Tartu, Estonia
University of Utrecht, Netherlands
University of Salamanca, Spain

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Aims in the ACTTEA project

The specific focus is on student teachers in developing knowledge based on their practical experiences.

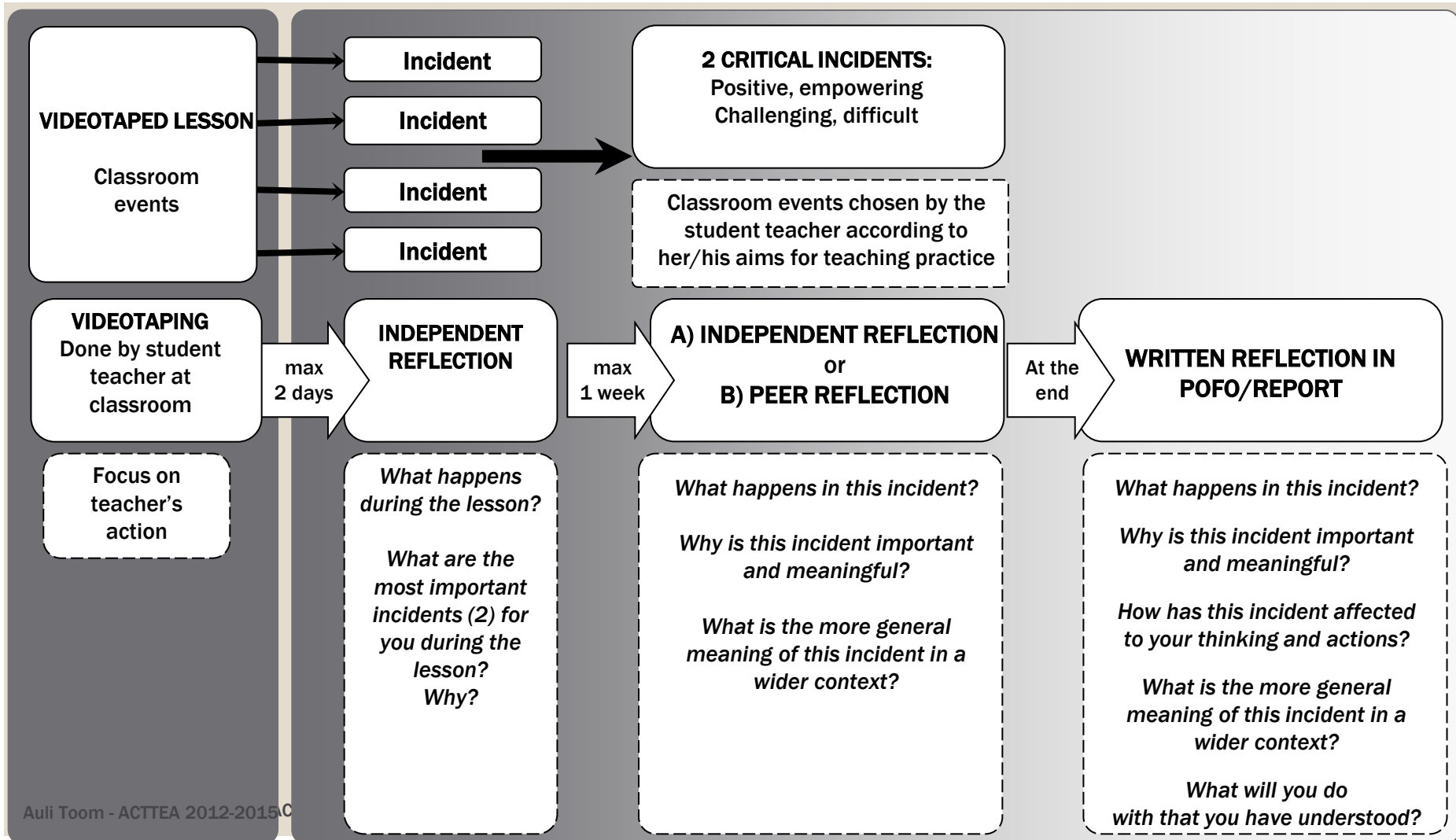
- Student teachers will be supported to find the most effective strategies, rules or principles for teaching practice, i.e. action-oriented knowledge (Mena Marcos, 2011)



The practice of reflection – Why it needs to be supported?

- The problem is how to extract meanings from experiences
- Teacher reflection tends to reinforce existing beliefs rather than challenge assumptions (Mena Marcos et al., 2009, 2012)
- Being reflective has a sort of transformative power → being reflective as "methodological virtue" or "superior insight" (Lynch, 2000)
- Reflective analysis does not come naturally
- The role of guidance – to test the habits of thinking and action
- Learning in/from teaching practice contributes effectively to establishment of professional knowledge

THE PROCEDURE OF GUIDED REFLECTION DURING TEACHING PRACTICE IN TE (ACTTEA 2012-2015)





Video as part of supervision

Example 2: supervising mathematics in teaching practice

Anu Laine, Sirpa Wass & Auli Toom



Teaching practice in mathematics in primary teacher education

- ▶ Multidisciplinary practice II at the University Practice school
- ▶ All students teach 10 lessons mathematics in pairs
- ▶ Resources for supervision
 - ▶ "Good old times": 3 hours/ pair + group meetings 6 hours
 - ▶ After cuts: about 1 hour/student



Videobased supervision



Structure of the supervision

Joint group meeting



Clinical meetings (e.g. support for planning the lessons)



Video recording I -> Meeting I (in smaller groups)



Videorecording II -> Meeting II



Joint group meeting



Viewpoints for discussion (video about teaching new topic)

Pedagogical aspects

- Activating pupils
- Making questions
- etc

Mathematics education aspects

- Use of manipulatives
- Use of concepts, clear speech
- Mathematical beliefs
- etc



Student teachers' feedback-benefits

- Students see more each others teaching, also from same lesson different solutions
- Good to see oneself teaching
- Students prepare well for the lesson
- You remember the lesson more carefully
- Discussion faster on more general level, mathematics teaching and learning, not on single lesson



Student teachers' feedback-challenges

- Exciting, scary
 - The use of videos
 - Looking oneself
- You see only part of the lesson (teaching new topic), not the wholeness
- You videotape the teacher, pupils' reactions not necessarily on the video



Student teachers' feedback-suggestions

- More videoed lessons
- Use of videos already in previous practice periods
- Smaller groups in discussion
- Students from different grade levels in same group



Literature

- Toom, A., Husu, J., & Patrikainen, S. (2015). Student teachers' patterns of reflection in the context of teaching practice. *European Journal of Teacher Education*, 38(3), 320–340. doi:10.1080/02619768.2014.943731
- Allas, R. Leijen, Ä. & Toom, A. (2016). Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection. *Scandinavian Journal of Educational Research* DOI [10.1080/00313831.2016.1172504](https://doi.org/10.1080/00313831.2016.1172504)
- Rajuan, M., Beijaard, D. & Verloop, N. (2008). Student teachers' perceptions of their mentors as internal triggers for learning. *Teaching education*, 19:4, 279-292, DOI: 10.1080/10476210802339951