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

Anu Laine

University of Helsinki
Department of Teacher Education
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

Study credits (cr) = 27 hours of work

Major Subject Education

Multi-disciplinary studies

Elective Minor Subject

Communication and language studies

Bachelor's level (180 cr)

Master's level (120 cr)

- Finnish
- Mathematics
- Physics
- Geography
- Biology
- History
- Science
- Religion
- Sports
- Arts
- Music
- Crafts
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)
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

contact: auli.toom@helsinki.fi
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., 20009, 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)

VIDEOTAPED LESSON
- Classroom events
  - Incident
  - Incident
  - Incident
  - Incident

VIDEOTAPING
- Done by student teacher at classroom
  - Focus on teacher’s action

INDEPENDENT REFLECTION
- What happens during the lesson?
- What are the most important incidents (2) for you during the lesson? Why?

2 CRITICAL INCIDENTS:
- Positive, empowering
- Challenging, difficult

Classroom events chosen by the student teacher according to her/his aims for teaching practice

A) INDEPENDENT REFLECTION
- What happens in this incident?
- Why is this incident important and meaningful?

B) PEER REFLECTION
- What is the more general meaning of this incident in a wider context?

At the end

WRITTEN REFLECTION IN POFO/REPORT
- What happens in this incident?
- Why is this incident important and meaningful?
- How has this incident affected to your thinking and actions?
- What is the more general meaning of this incident in a wider context?
- What will you do with that you have understood?
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

- Multidiciplinary 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

