

90 Minutes Workshop on

The Valuable Use of Video based Analysis to Reflect on Teaching Practices: Complementary Analytic Views on Classroom Activities

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Abstract

With regard to reflection as an integral part of teacher education [8], we consider video/film analysis as a means for supporting the becoming of the reflective practitioner. Relying on video-recorded or film episodes of classroom activities to study teaching practices [3] might seem to be a hardly surprising approach. In our workshop however, we seek to demonstrate how two different but complementary analytic perspectives, Conversation Analysis [4] [7] and psychoanalytic view [5] can shed light on the complexity of teacher-student interactions during classroom activities. Furthermore, we will underline how these two video based approaches can elicit and support, in a mutually responsive way, teachers' analytical stance.

On one hand, CA informed video analysis allows to grasp and to visualize teaching practices as accountably actualizing in the participants' multimodally embodied resources (voice, gaze, gesture, body movement) occurring in time and space [2] [6]. Our focus is on how teaching practices are interactively and materially achieved. Thus, CA based video analysis provides concrete insights into teaching conduct at a fine grained level, by that way enhancing our understanding of the analyzed teaching-learning activity [1].

On the other hand, adopting a psychoanalytic view to study teaching practices involves a specific way of doing inferences when looking at video data and focusing on professional discourse. A psychoanalytic approach enables us to detect and to analyze the position and the changing of the teachers in their discourses. It aims at identifying teachers' unconscious motivations to address students and to share knowledge [5].

In the first part of the workshop event, we will present our respective analytic methods by referring to relevant key concept. The extracts will be displayed under segmented form allowing the audience to follow and to contribute with comments and questions. Then, we will discuss the benefits of

our combined analytic perspectives with regard to our purpose of reflecting on teachers' professional becoming (being).

In this line of thoughts, our workshop will raise the participants' awareness for the reciprocal relationship between teaching practices (as accountable interactions) and conceptualized reflection on them. By means of our complementary expertise on video analysis in teacher education, we can provide suggestions for setting up and orchestrating teacher education sessions.

References

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