

VIDEO OR TRANSCRIPT?

On the Effectiveness of Video- and Transcript-based Classroom Management Courses on Pre-service Teachers' Situation-specific Skills

Charlotte Kramer, Johannes König, Kai Kaspar, Sarah Strauß, Anna-Maria Rühl, Sabrina Förster

Authentic lesson situation

Working with authentic lesson situations encourages the situation-specific skills in teacher preparation at universities through contextualisation (Lave und Wenger 1991) and theory-based analysis (Kersting et al. 2010).

lesson videos

- high complexity through parallel events
- high students acceptance

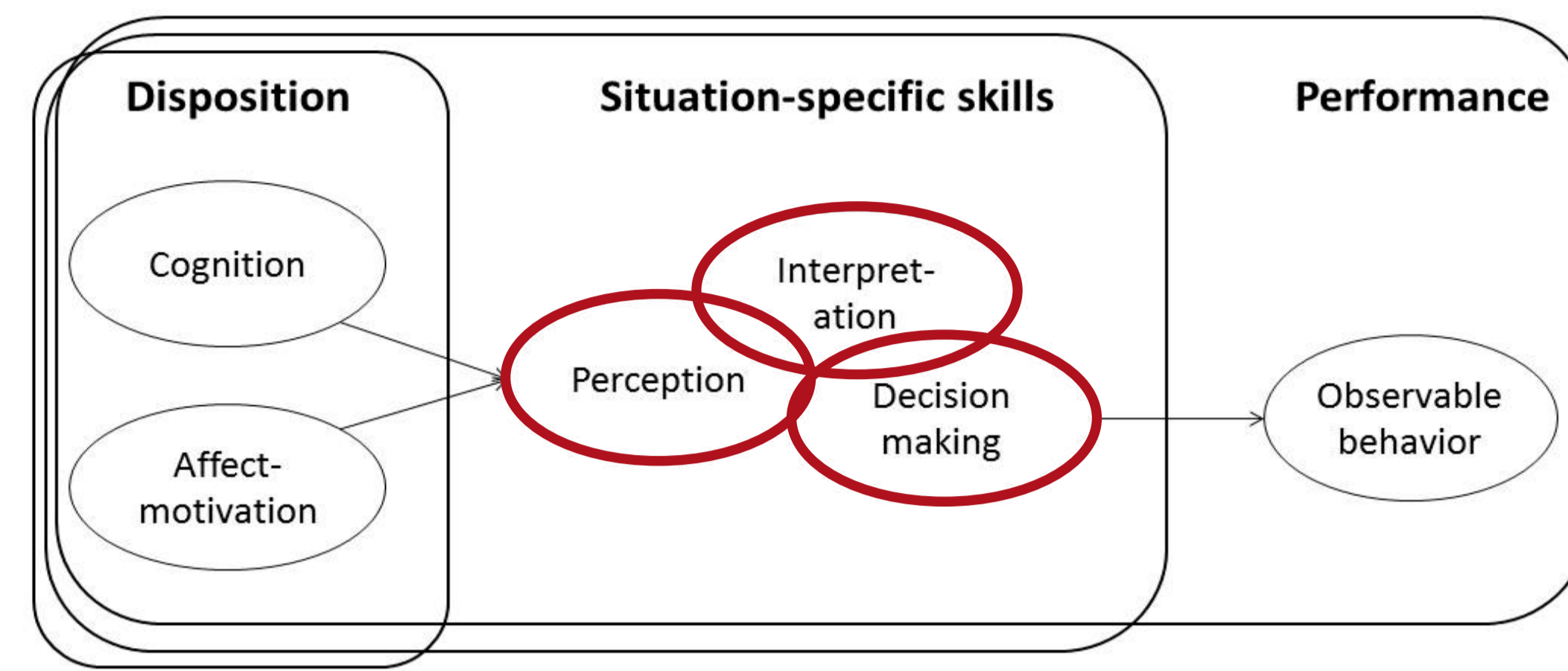
The effectiveness of video-based learning has already been shown in previous studies with comparative group design (Gold et al. 2013; Hellermann et al. 2015; Seidel et al. 2011).

lesson transcripts

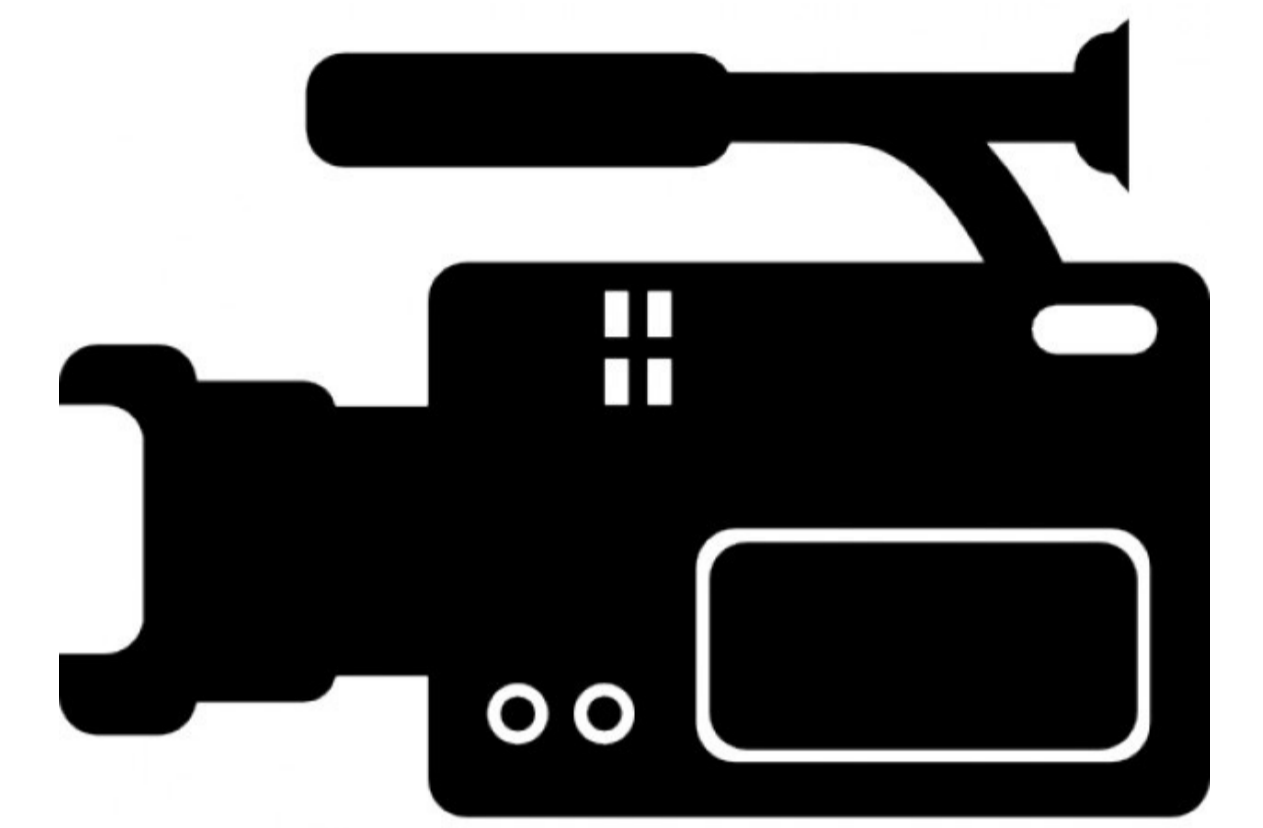
- events are presented sequentially
- less cognitively demanding

Transcripts are less complex and can be used to analyze the lessons according to the principle of sequentiality or a sequential reconstruction (Oevermann 2001).

Model of transformation of competence in performance



Model of transformation of competence in performance mediated over situation-specific skills which focus on perception, interpretation and decision making (Blömeke et al. 2015)



HYPOTHESIS

- There is an increase in the students' situation-specific skills pertaining to classroom management in video-based courses as well as in transcript-based courses.
- The students of the video-based courses achieve a larger increase in these situation-specific skills than the students of the transcript-based courses.

METHOD

Research design

Course theme: Classroom Management

Pre-Test



2 video-based courses

2 transcript-based courses

Post-Test



Sample

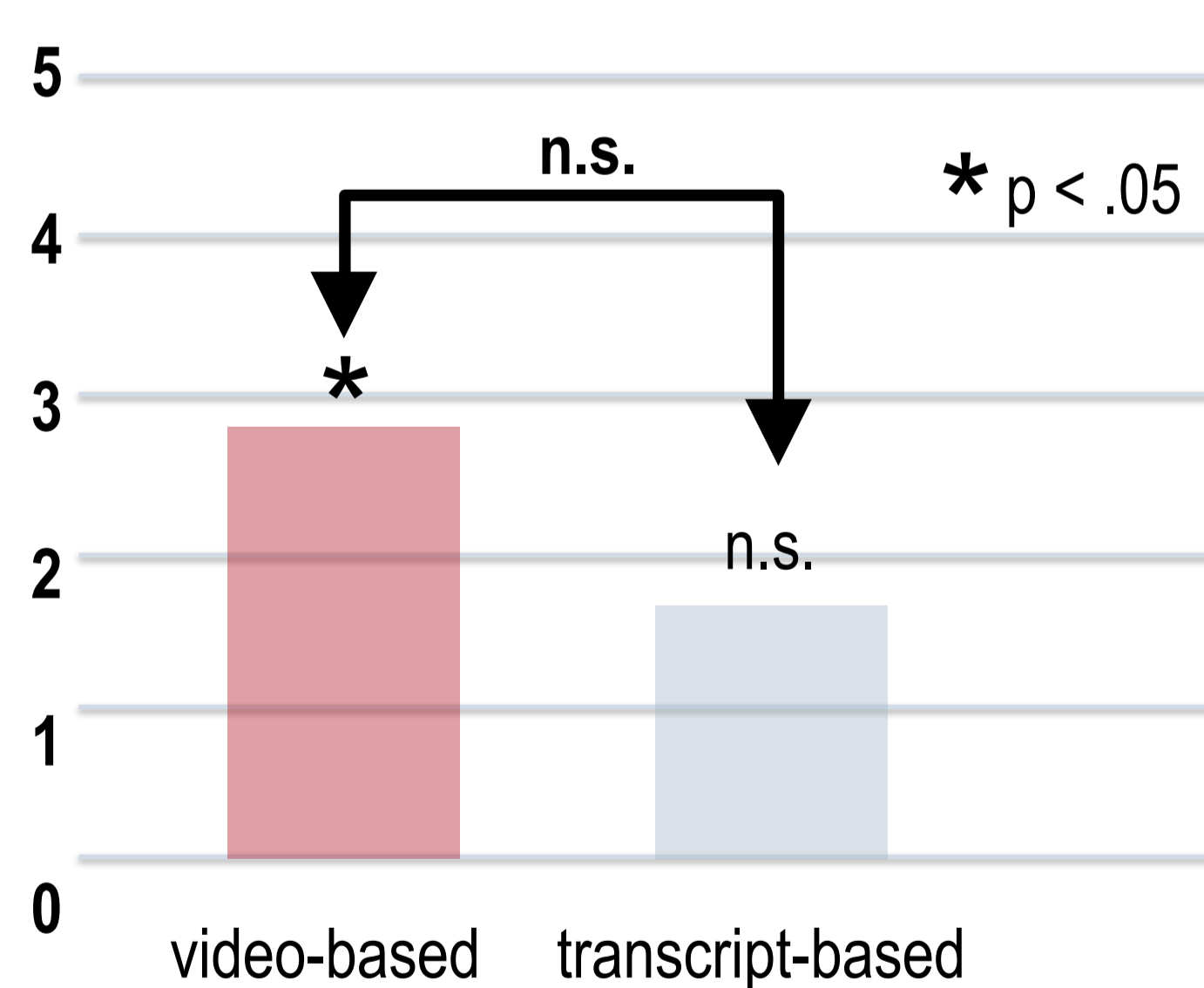
4 courses with pre-service teachers at University of Cologne (n= 119)

Videobased assessment instrument

CME: Classroom Management expertise (König 2015)

RESULT

Classroom Management Expertise



	Cohen's d
video-based	0,23
transcript-based	0,17

2. A ANCOVA (factor: video or transcript-based, dependent variable: post-test result, covariate: pre-test result) showed no significant differences between the groups ($F(1, 116) = .001, p < .97; \eta^2 < .001$).

DISCUSSION AND OUTLOOK

Discussion...

- For which students and at which point in their teacher education (depending on their practical experience) is the use of lesson videos most effective?
- Is there a difference in motivation and cognitive activation in both cases?
- How can video and transcript be combined to achieve a higher effectiveness?

...and one outlook

Pre-Test



2 video-based courses

2 transcript-based courses

video-transcript-hybrid courses

Post-Test



LITERATURE

- Blömeke, S., Gustafsson, J.-E., & Shavelson, R. (2015). Beyond dichotomies: viewing competence as a continuum. *Zeitschrift für Psychologie*, 223, 3–13.

- Lave, J., & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*. Cambridge: Cambridge University Press.

- Gold, B., Förster, S., & Holodyski, M. (2013). Evaluation eines videobasierten Trainingsseminars zur Förderung der professionellen Wahrnehmung von Klassenführung im Grundschulunterricht. *Zeitschrift für Pädagogische Psychologie*, 27(3), 141–155.

- Hellermann, C., Gold, B., & Holodyski, M. (2015). Förderung von Klassenführungsfähigkeiten im Lehramtsstudium. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 47(2), 97–109.

- Kersting, N. B., Givvin, K. B., Sotelo, F. L., & Stigler, J. W. (2010). Teachers' analyses of classroom video predict student learning of mathematics: Further explorations of a novel measure of teacher knowledge. *Journal of Teacher Education*, 61(1-2), 172–181.

- König, J. (2015). Measuring classroom management expertise (CME) of teachers: a video-based assessment approach and statistical results. *Cogent Education*, 2(1), 991178.

- Oevermann, U. (2001). *Strukturprobleme supervisorischer Praxis: eine objektiv hermeneutische Sequenzanalyse zur Überprüfung der Professionalisierungstheorie*. Bd. 2. Frankfurt am Main: HumanitiesOnline.

- Seidel, T., Blomberg, G., & Stürmer, K. (2010). «Observer»: Validierung eines videobasierten Instruments zur Erfassung der professionellen Wahrnehmung von Unterricht. In E. Klieme, D. Leutner & M. Kenk (Hrsg.), *Kompetenzmodellierung. Zwischenbilanz des DFG-Schwerpunktprogramms und Perspektiven des Forschungsansatzes 56*. Beiheft der Zeitschrift für Pädagogik. (S. 296–306). Weinheim: Beltz.

CONTACT

Charlotte Kramer, Tel.: +49 (0) 221 470 89232

E-Mail: charlotte.kramer@uni-koeln.de

Project website: <http://zus.uni-koeln.de>