

VIDEO PEDAGOGY – IN TEACHER DEVELOPMENT

CASE STUDY FROM MOLDOVA

This report is one of a series of three case studies analyzing particular applications of Video Pedagogy (VP) in three of ETF's partner countries. ETF's research into Video Pedagogy reveals that while there is increasing use of Video Pedagogy in Vocational Education and Teacher Professional Development there is relatively little sharing of practice between different phases, sectors and countries. These case studies aim to share best practices and to examine how the development of Video Pedagogy is being supported by policy makers and practitioners in different countries. We hope that these case studies will help to raise awareness of Video Pedagogy across different countries and institutions, encourage learning and assist further development and innovation.

SUMMARY

The Technical University of Moldova has developed an intensive pedagogical training programme for vocational teachers (theory and practice) which integrates video to facilitate self-observation, reflection and peer review. Some 500 vocational teachers and trainers have participated in the programme which has been running for 10 years. Feedback suggests that this CPD is helping to change expectations and practice in relation to pedagogy in Moldova.

BACKGROUND

In Moldova, vocational teachers, unlike general school teachers, are not required to obtain pedagogical training. Vocational teachers usually have a training in their vocational field and some work experience. All teachers are required to participate in CPD every five years – however, the CPD offer does not include a systematic training in pedagogy or didactics.

In Moldova, traditional 'ex cathedra' approaches to teaching are still normal. Teachers expect to transmit knowledge by talking or writing and assessment commonly consists in pointing out errors or correcting mistakes. Since vocational teachers do not have the opportunity to learn new pedagogies they have no alternative but to repeat traditional pedagogies. CPD programmes focus on communicating information and do not address the practice of teachers. Teachers themselves do not want to expose their own practice to criticism which is damaging to their self-esteem. The practices of self-reflection, collaborative critical review, constructive feedback and a growth mindset are rare. In consequence, vocational teachers perpetuate a limited range of pedagogies and they are not given the opportunity to acquire modern and alternative approaches.

USING VIDEO TO HELP VOCATIONAL TEACHERS AND TRAINERS IN MOLDOVA TO BECOME REFLECTIVE PRACTITIONERS

CPD programmes are provided by the Ministry but also by a variety of other providers. The Technical University of Moldova has been supported by Liechtenstein Development Service to develop a five module programme targeted at vocational teachers of theory and practice. The five modules consist of:

- teaching skills
- teaching knowledge
- assessment of skills
- assessment of knowledge
- using visualization.

Teacher skills is one of the training units for teachers. This two week module is offered to over 20 schools. Pedagogical use of video has a significant role in this module.

The module aims to extend the range of pedagogies that vocational teachers and trainers deploy. Teachers are expected to learn by doing – and reflecting upon what they have done.

1. During the 10 day training teachers learn about and practice different kinds of teaching. They reflect and apply what they have learnt.
2. Towards the end of the training, participants are expected to plan and teach a lesson which is video recorded. The trainers provide the equipment and support filming.
3. The trainers provide a schema which informs feedback which will be offered by two other teachers participating in the training. One teacher is tasked to focus on behavior, interaction and communication while the other focuses on the teaching plan and methods.
4. After the initial feedback, the video recording is viewed. The performing teacher will respond to the feedback in the light of their self-observation. An expert trainer will also contribute to the discussion. The teacher has a chance to reflect on her own teaching, taking into account the perceptions of others, in an environment which is safe and with the purpose of learning (rather than, for example, performance assessment).

This approach combines features of several video pedagogy practices described in the ETF publication [Video Pedagogy for Vocational Education and Training](#). (ETF 2019, 10-13).

Feedback from others and seeing themselves on video can make teachers uneasy and even excited. The success of this kind of training depends upon a shared culture of trust: participants must agree that it is useful to experiment, that criticism will be constructive, that one can learn from one another and from self-observation. Skilled facilitation is required in order to build up this trust and to enable useful reflection. Small groups are essential. The videos are only used within the training.

KEY MESSAGES

It has been possible to integrate self-observation through the means of video into a pedagogical training programme which has now been running for 10 years and has benefited 500 vocational teachers and trainers. Feedback from teachers confirms that they value this kind of professional development. Teachers say that they have learnt about their own teaching practice and that they have reflected upon it. Even very experienced teachers valued this experience. Some head teachers have also commented positively upon this CPD – particularly when trainers were able to follow up the training by visiting teachers in school to observe their teaching after this CPD.

Key messages are as follows:

1. Self-observation through video has been integrated into a 10 day face-to-face training programme incorporating skills learning, peer review and facilitation by experts
2. Successful peer review depends upon trust which requires small groups and skilled facilitation
3. This approach can help teachers to learn new pedagogies and to improve their practice
4. CPD can be reinforced if trainers or peers are able to visit teachers in their schools after the CPD to follow up
5. The Technical University of Moldova has, over time, been able to develop expertise, experience and instructional materials to support the use of video in the context of CPD.

However, there continue to be barriers to the improvements in pedagogy and to this kind of CPD in Moldova:

1. High quality CPD involving self-observation is relatively expensive and it is not available to all vocational schools and teachers in Moldova
2. The programme has, in general, not been able to offer follow up to the training in the form of observation or support within schools. This limits the impact and makes it difficult to evaluate the CPD.

Further information about the use of video for the purpose of self-observation is available in the ETF publication [Video Pedagogy for Professional Development of Teachers](#). (ETF, 2019).

Further Information: <https://youtu.be/Wyn4vET0jms?t=96>