Technology can increase the potential for practitioners to deliver interesting and stimulating teaching. ESCalate has supported the following two examples of using video to enhance learning.

Interactive use of video conferencing in Initial Teacher Training

Jan Machalski

Our study was based on the perceived need to make the boundaries between initial teacher training in the University College and the placement school less distinct. I am subject leader for Science PGCE at Bishop Grosseteste University College and I have been looking for ways to ensure the training provided is up to date and combines both academic rigour with what is going on in the classroom. One of our mentors, Jenny, teaches on the PGCE and it was with her we developed and tried out a new idea of using a video link to contribute to an understanding of both planning and Assessment for Learning (AfL).

We started by reviewing the literature to see what other people were doing in the field. We found that the most common use for video conferencing in the context of initial teacher training was to aid in trainee placement supervision (Dudt and Garrett, 1997) and for communication between trainees when on placement (Hu and Wong, 2006). However there was some work on developing subject knowledge and pedagogy (Coyle, 2004) but this did not involve the kind of pattern of video conferencing use we intended to develop.

The study was based at a local community school and a group of 22 Science trainees were taken by bus to the school. The school has extremely good video link hardware set up within the school by the Lincoln 7 Specialist Schools Group. On the first occasion the group were able to jointly plan a lesson with Jenny being able to see how an experienced teacher considers each aspect of planning using the school scheme of work, National Curriculum guidelines, government strategies and exam board documentation. The ability to consider all these aspects of planning is a difficult thing for a new trainee but actually being in the school and seeing the realities of the process first hand was a real advantage. They then

Jan Machalski: Bishop Grosseteste University College
Project page: *Sharing Ideas:* Interactive use of video conferencing in ITT: http://escalate.ac.uk/6800

Study participants

> **we developed and tried out a new idea of using a video link to contribute to an understanding of both planning and Assessment for Learning (AfL)**

References

Dudt, K.P and Garrett, J. (1997). "Using Video Conferencing to Improve the Supervision of Student Teachers and Pre-student Teachers." *Proteus: A Journal of Ideas,* 14 (3), 22-24.

Hu, C. & Wong, A. (2006). Video conferencing by student teachers: does it make any difference? *New Horizons in Education,* 53, 42–56.

Coyle, D. (2004). Redefining Classroom Boundaries: Learning to Teach Using New Technologies. *Canadian Journal of Educational Administration and Policy,* 32, (July).

left Jenny's laboratory and were able to see how the planned lesson developed by watching on a large plasma screen in the library. Following the lesson the trainees were able to jointly evaluate the effectiveness of the planning with Jenny. About two weeks later the trainees returned to the school and followed the same pattern but this time with the focus on AfL implementation.

Evaluations of this whole process by trainees were extremely positive. Comments included "It gave insight into how to deliver a structured lesson", "It linked theory to practice in a realistic way" and overall "It was a very valuable and memorable experience". To summarise, trainees valued such early opportunities to see the reality of science teaching in a partnership school. They also highly valued the idea of seeing the impact of what seems to them very much theoretical concepts directly within a classroom setting.

When we saw the value of this whole process we decided to share our ideas and on talking to ESCalate they suggested that we apply for a sharing ideas grant. This helped us with the money for travel to conferences and gave us enough money to make a short film about the process which we plan to upload to YouTube. We have now presented at the TEAN conference in Glasgow and the Teaching and Learning conference at Bishop Grosseteste University College, Lincoln. These have been valuable times when other practitioners have gained from our experiences and have been able to contribute to the further development of our ideas.

The author would like to acknowledge the invaluable support of Jenny Dobbs in this investigation.

Jan Machalski
Bishop Grosseteste University College

Jan is a Lecturer at Bishop Grosseteste University College. She has taught on the Foundation Degree for Learning Practitioners, its progression route and taken responsibility for the coordination of Science PGCE. Prior to this she worked in a range of Secondary Schools taking various posts of responsibility including Head of Year, Head of Biology, Head of Science and Assistant Head Teacher.