Chapter 13
TAP (Teacher Learning and Application to Pedagogy) through Digital Video–Mediated Reflections

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ABSTRACT

This chapter presents relevant findings from research that explored literacy teachers' self-reflections and reflective discussions with peers that were mediated by digital video. Mixed methodological approaches were used, including statistical discourse analysis, which examines the relations between speech-turns in teachers' video discussions to provide a fine-grained view of digital video's mediating role. Findings showed that recursive viewing of videos, across different contexts or within a context facilitated shifts in purposes for discussing videos and broadened the foci of these discussions. Additionally, the situated context and multiple modes of information presented in digital videos supported literacy teachers' generation and application of ideas about reader processing and reader engagement. Teachers used certain conversation moves, such as critical thinking, hypothesizing, and challenging, as they transacted with the multimodal information in the video to support their generation of ideas for literacy instruction. Implications and future research directions are discussed.

INTRODUCTION

The purpose of this chapter is to share what was learned through a research agenda across the last four years about using digital video as a tool to mediate literacy teachers' reflections and reflective discussions to inform practices for literacy teacher education in the digital age. Our interest in using digital video to mediate literacy teachers' reflections and reflective discussions in reading practicum courses stemmed from the opportunities they provide for teachers to (1) consider multiple perspectives about pedagogy, (2) challenge their prior beliefs about teaching and shift or expand their pedagogical views, (3) understand the complexities of classroom literacy instruction, (4) consider the particular advantages and disadvantages of different instructional practices for specific contexts to better analyze and respond to diverse instructional situations, (5) replay videos to learn recursively and address individual learning needs, and (6) receive more useful specific feedback about their pedagogy (Boling, 2004; Copeland & Decker, 1996; Harrison, Pead, & Sheard, 2006; Kinzer, Cammack, Laboo, Teale, & Sanny, 2006; Tripp & Rich, 2012).

Despite this body of knowledge about the merits of digital video, however, little is known about how video mediates literacy teachers' learning outcomes, such as their generation or application of ideas for their literacy instruction. In this chapter, we present a synthesis of the relevant findings from across our research agenda spanning 2010-2014 that highlights the mediating role of video used as a tool to facilitate literacy teachers' learning during individual reflections and reflective group discussions with peers.

BACKGROUND

This section presents research that positions digital video as a tool in teacher education that enables authentic, context-oriented, reflective practice within a collaborative and social environment. First, multimodal literacies and transactional perspectives are presented to contextualize the use of digital videos in teacher education. Second, the advantages of digital video for facilitating teachers' learning are discussed. Third, research on video mediated self-reflections and reflection with peers is examined that offers multiple ways of using digital videos in teacher education.

Theoretical Perspectives

From a multimodal literacies perspective (e.g., Kalantzis & Cope, 2008), digital videos act as a form of "text" with which viewers can transact and construct meaning. This is similar to how readers engage in "complex, nonlinear, recursive" transactions with traditional text (Rosenblatt, 2004, p. 1371). However, digital video captures multiple modes of information (visual and auditory) that can present more complex pathways for processing information than transcriptions of oral accounts of teaching events alone (Kress, 2010; Wolfe & Flewitt, 2010). For example, video affords opportunities to attend to many multimodal aspects of teaching events, such as facial expressions, gestures, and verbal interactions (Brophy, 2004; Koc, Peker, & Osmanoglu, 2009; Sherin & Han, 2004). Thus, digital video grounds discussions in ways that are "virtually impossible when referents are remote or merely rhetorical" (Ball & Cohen, 1999, p. 17).

These affordances of digital video are most powerful when used in a situated social context of a community of learners in which teachers collectively construct meaning through complex transactions with the multiple modes of information embedded in the video to solve the real problems presented in the video event (Greeno, 2003; Kress, 2010; Lave, 2004; Vygotsky, 1978; Wenger, 2001; Wolfe & Flewitt, 2010). Through these complex transactions between viewers and the multimodal information sources in digital video, peers provide modeling and scaffolding for

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