Abstract

This study examined the potential consequences of using student-filmed video cases in the study of classroom management in teacher education. Pre-service teachers in groups were engaged in video-recorded role playing to simulate classroom memoirs. Each group shared their video cases and interpretations in a class presentation. Qualitative data collection techniques were used to gather their experiences. Reflection papers written by 97 juniors were analyzed through content analysis and triangulated by group videos and case analysis reports. The results suggest that having pre-service teachers develop and analyze video cases can improve motivation, learning, empathy, and the construction of professional identity.

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