



Student-teacher Story 9



Read through this story and see what you notice in this student-teacher's story.

Learning from video recordings

The issue:

I am in my final year of my course. It is important that I keep on developing. My current focus is to act consistently and keep order. This is certainly important in a class with 30 students. The task for my course this week was to video myself teaching in the school context. I recorded three different lessons, and I took the videos to my next centre-based session. My tutor and fellow student-teachers looked at one of the videos with me.

What happened?

My tutor took on a guiding role in this conversation. The tutor's role was to ask questions and encourage my fellow student-teachers to ask questions. The student-teachers gave me ideas about my teaching, and I took these ideas back to school and put them into practice. The teacher mentor at the school was not involved in this. In the end, I had to choose video clips and put them together into a video not longer than 8 minutes. Under each excerpt I had to put text to explain what I was doing. I had to use theory to support my explanations.

What was learnt?

This way of guidance works well, because you get input from multiple perspectives and not only from your teacher mentor in the school. You also learn a lot because you look at yourself; you do many things unconsciously and by looking back you become aware of them. This approach also encourages you to link practice to theory.

I also learned that I got a lot more ideas from the theory than I thought. For example, when I stopped in the middle of a sentence when it was noisy, I would often start again at the beginning of the sentence. The idea from the theory was to just finish the sentence so that you teach the children to listen right away. All this ultimately makes you more aware of your own actions as a teacher.



The 3-D approach (Graham et al., 2012 p. 47)

DISCOVER

This story is about a school-based task that has been designed by the tutor at the centre to help student-teachers to link theory and practice.

- 1. What are the indications that this happened successfully?
- 2. What were the strengths and weaknesses of the task?

DEEPEN

- 3. In what ways could the teacher mentor have contributed to the professional learning of their student-teacher in this task?
- 4. What would have helped this involvement?

DO

- 5. What can we learn about designing school-based tasks?
- 6. In what other ways can you enable student-teachers to make connections between their practice and research or theory?

[Graham, S., Lester, N. & Dickerson, C. \(2012\). Discover – Deepen – Do: a 3D pedagogical approach for developing newly qualified teachers as professional learners. Australian Journal of Teacher Education, 37\(9\), 43–66.](#)



Taking it further: Designing activities that link theory and practice

Observing practice and giving feedback can be a helpful and direct way to help student-teachers make the links between what happened in their teaching and ideas from research or theory that can provide a different lens to view practice. However, it can be challenging to recall in the moment the ideas that would be most helpful. In the story the student-teacher's practice was captured in video recordings to enable deeper reflection and time to explore what ideas and theories might be most helpful to develop practice further.

Case studies and narratives of practice can also be a useful tool for making these connections – both for student-teachers and for school- and centre-based teacher educators working with them. However, sharing personal experiences for discussion can be uncomfortable and limited. Instead, focussing collaboratively on the teaching experiences of others, within a story or case study, can enable conversations that explore more deeply, and open new areas for discussion. For examples of using narratives for connecting practice with theories and research see:

[White, E. and Dickerson, C. \(2022\) 'Learning from Exploring Narratives of Practice using Educational Theories and Research', in Boyd, P., Szplit, A., and Zbróg, Z. \(eds\) Developing teachers' research literacy. International Perspectives. Kraków: Wydawnictwo LIBRON, pp. 165–190.](#)

