

### Enhance reflection skills with social video learning

Reflection processes play a significant role in teacher training (Guskey, 2002). Using classroom videos of the performance of teachers and tutors in training can potentially trigger inner thought processes by exposing threshold concepts. These can then be compared to and change existing conceptions of teaching (Prosser, Martin, Trigwell, Ramsden & Lueckenhausen, 2005; Johannes & Seidel, 2012). “[The] student teachers’ conceptions of teaching thus emerged from a coherent integration of experience and knowledge” (Entwistle et al., 2000, S. 21). The challenge in facilitating an online/blended tutor training based on classroom videos is to produce or to select video sequences that potentially expose these thresholds in teacher training.

At ETH Zurich we are in the process of preparing an online course for student teachers. We use a software called *edubreak* for triggering reflection processes in tutor training using videos. It is embedded as a plugin in our LMS Moodle. The unique feature of *edubreak* is that the digital learning works very user guided, e.g. the young instructors can comment and discuss the sequences. This way their inner thought processes become visible. The videos show two perspectives of what is going on in class. This enables the teachers in training to not only see the teachers point of view but also reflect on students actions and behaviours.

The project is run as design research (McKenney & Reeves, 2013). In order to identify effective video sequences that are capable of further developing the student TAs teaching competencies, we plan to collect the comments of a course prototype in 2019 from 40 student teachers. We will try to systematically identify threshold concepts which have an impact on the conceptions of effective teaching. These results should enable us to improve the selection process of appropriate video sequences for an online teacher training.

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