

# “What’s happening?”

## Fostering Student Teachers’ Professional Vision

WWU Münster

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# Fostering Student Teachers' Professional Vision

1 - Professional Vision

2 - Observable Facets of “Best Practice” Early English Language Education

3 - Video-based Teaching Module

4 - Data Collection & Preliminary Results

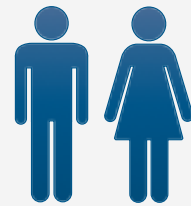
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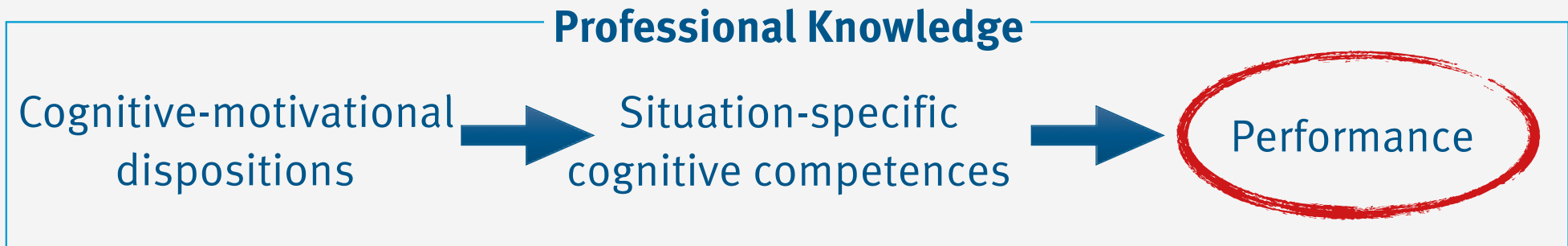
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# Teachers' Professional Competences



Teachers



(eigene Darstellung nach Blömeke et al. 2015)

# Teachers' Professional Vision

Knowledge



Noticing



Knowledge-based  
reasoning



(Sherin &  
van Es 2009)

## Knowledge

### Noticing

- Recognising typical, situation-specific characteristics based on knowledge.
- Identifying underlying structures.

### Reasoning

- Analysing noticed structures and behaviour based on applicable theory.
- Criteria-based assessment.

### Generating

- Generating possible actions to be taken based on situation-specific characteristics.

(Barth 2017)

Professional Vision

1

2

3

4

## Teachers' Professional Vision

**Essential**  
(Barth 2017, Weger  
2019)

**Teachable**  
(Junker et al. 2020,  
Weber et al.  
2018)

**Measurable**  
(Seidel & Stürmer  
2014)

**Subject-specific**  
(Elsner et al. 2020,  
Bechtel 2018)

# Observable Facets of “Best Practice” Early English Language Education

Input

Communicative  
Learning  
Environment

Authentic &  
Relevant Speaking  
Opportunities

Feedback

Scaffolding

Fostering Speaking

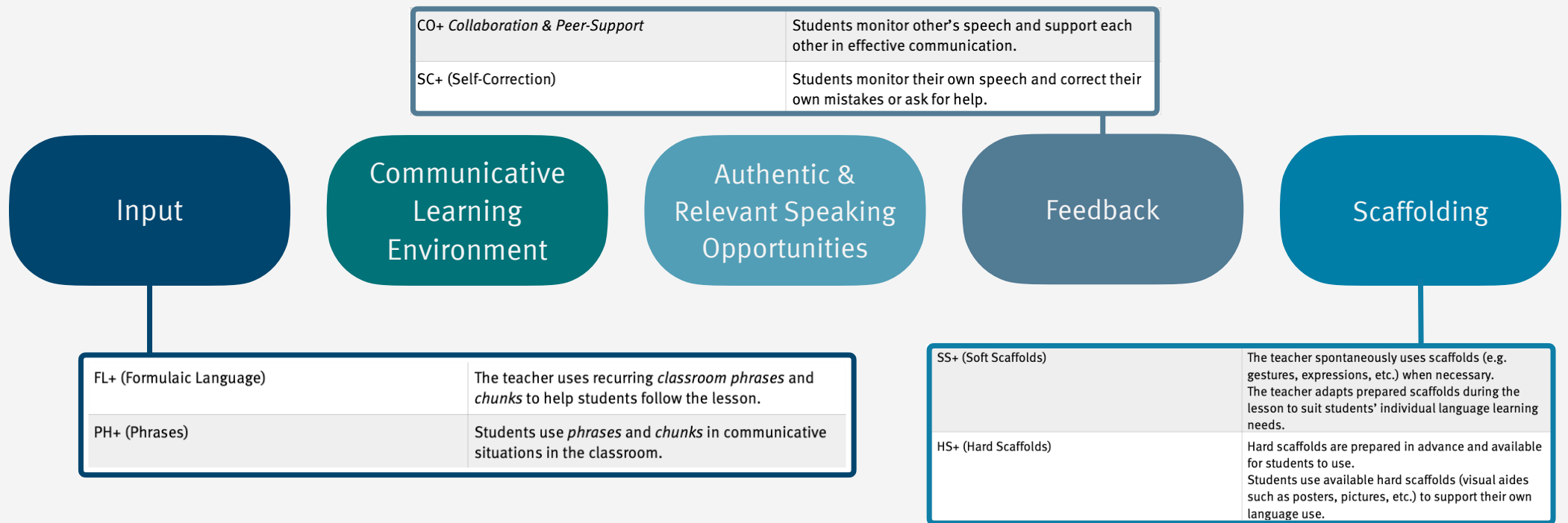
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# Observable Facets of “Best Practice” Early English Language Education



Video-based Pre-/Post-evaluation

**Module: Fostering younger learners' speaking competences**

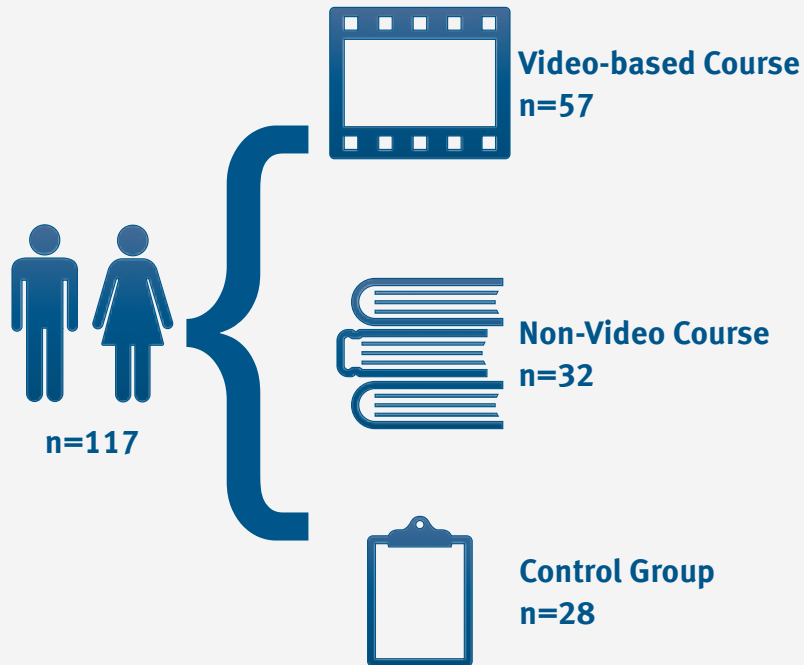
**Introduction:  
Professional  
Vision**

**Theory**

**Video  
Practise**



# Data Collection



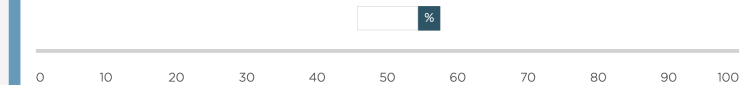
## Pre-Post Evaluation

2021-22

### Self-Evaluation

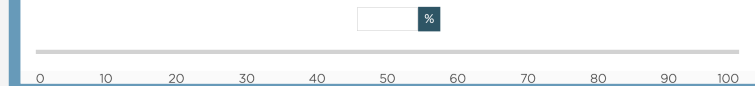
I can recognize a supportive atmosphere that invites learners to take part in speaking activities.

0 - Not at all  
100 - Fully



I can recognize and evaluate meaningful speaking and interactional activities that encourage learners of differing abilities to participate.

0 - Not at all  
100 - Fully



## Data Collection & Results

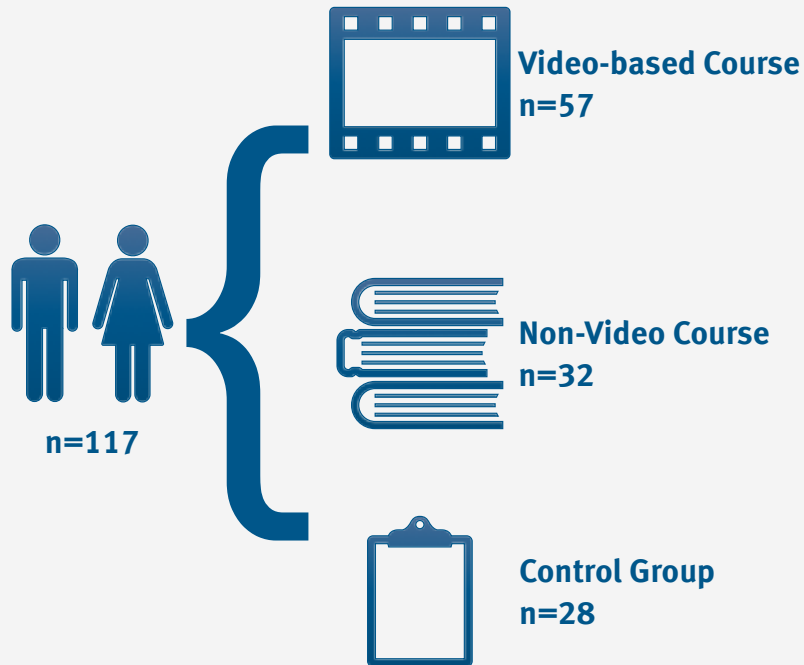
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# Data Collection



## Pre-Post Evaluation 2021-22

Self-Evaluation

Open Video Analysis

### 4 Minute Sequence

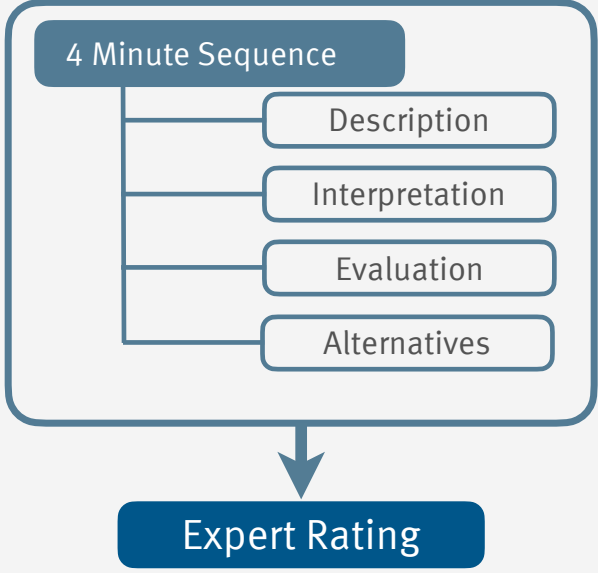
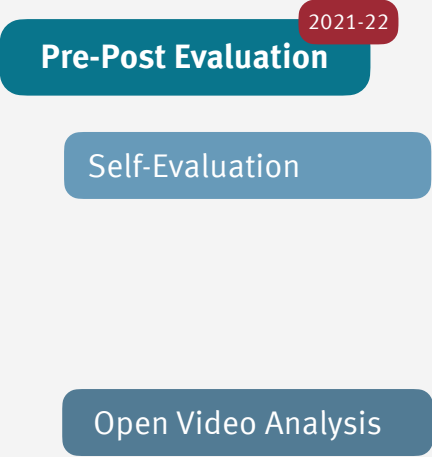
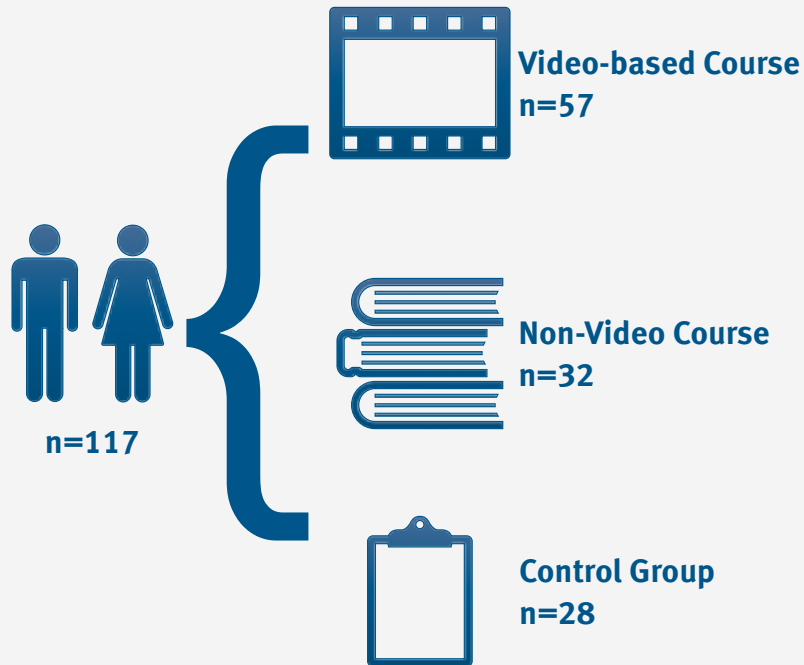
Description

Interpretation

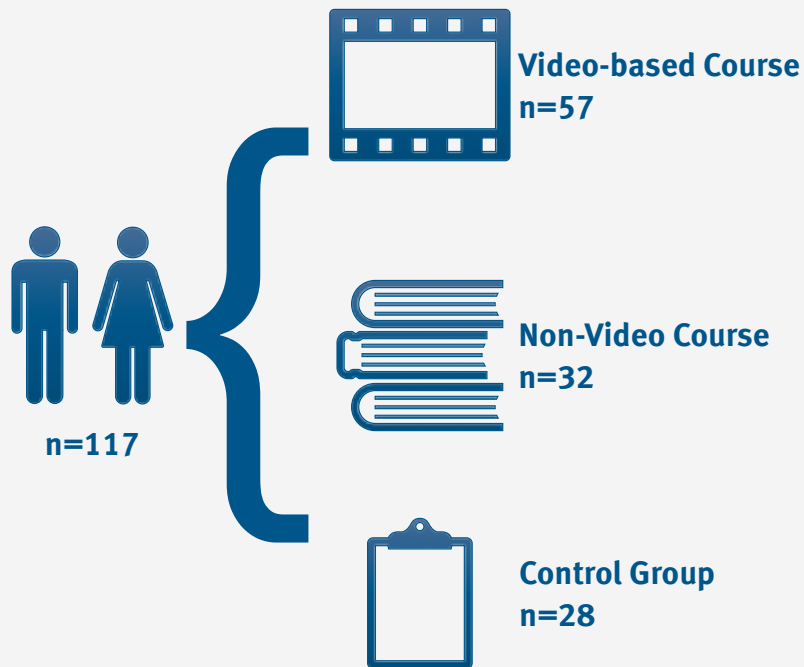
Evaluation

Alternatives

# Data Collection



# Results Self-Evaluation



## Pre-Post Evaluation

2021-22

### Self-Evaluation

Students evaluate themselves more positively on average.

This change is significant for:

Video-Based: 12/12 items

Non-Video Based: 12/12 items

Control Group: 2/12 items

### Open Video Analysis

## Data Collection & Results

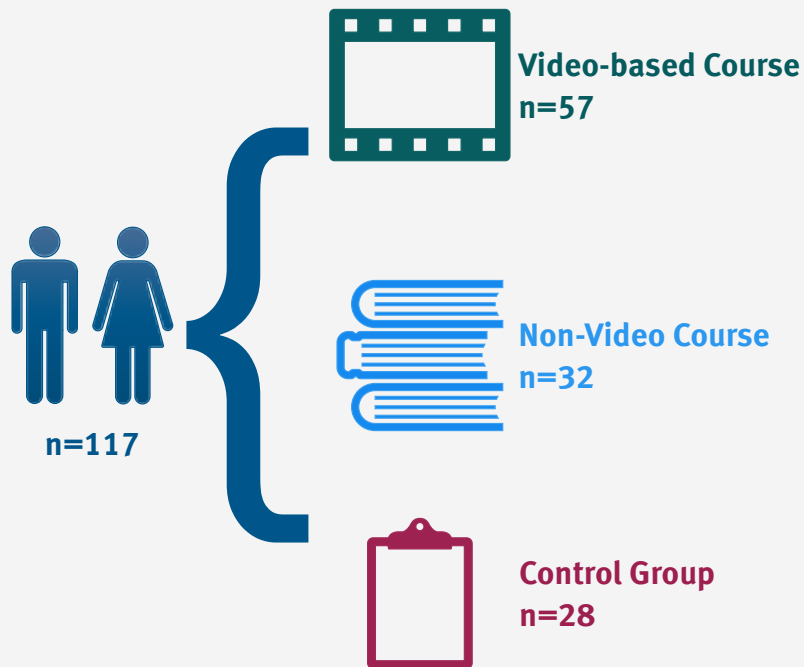
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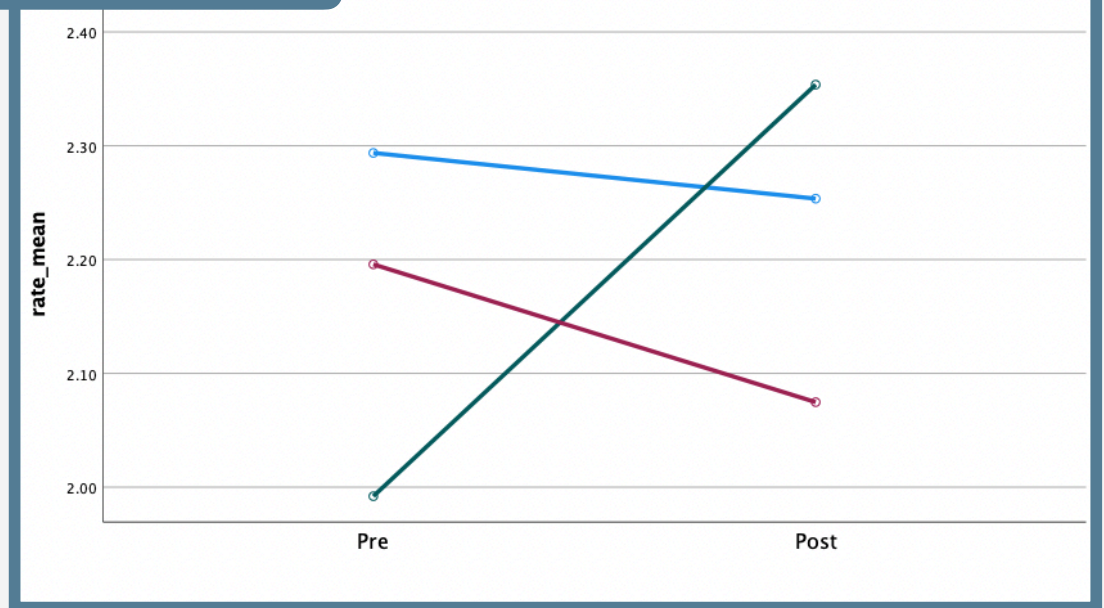
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# ANOVA - Preemptive Results



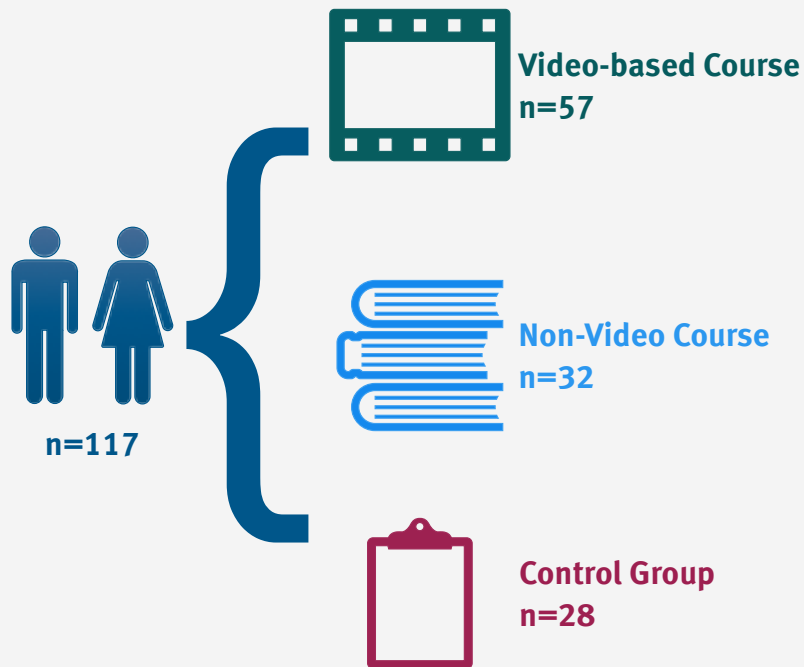
Open Video Analysis



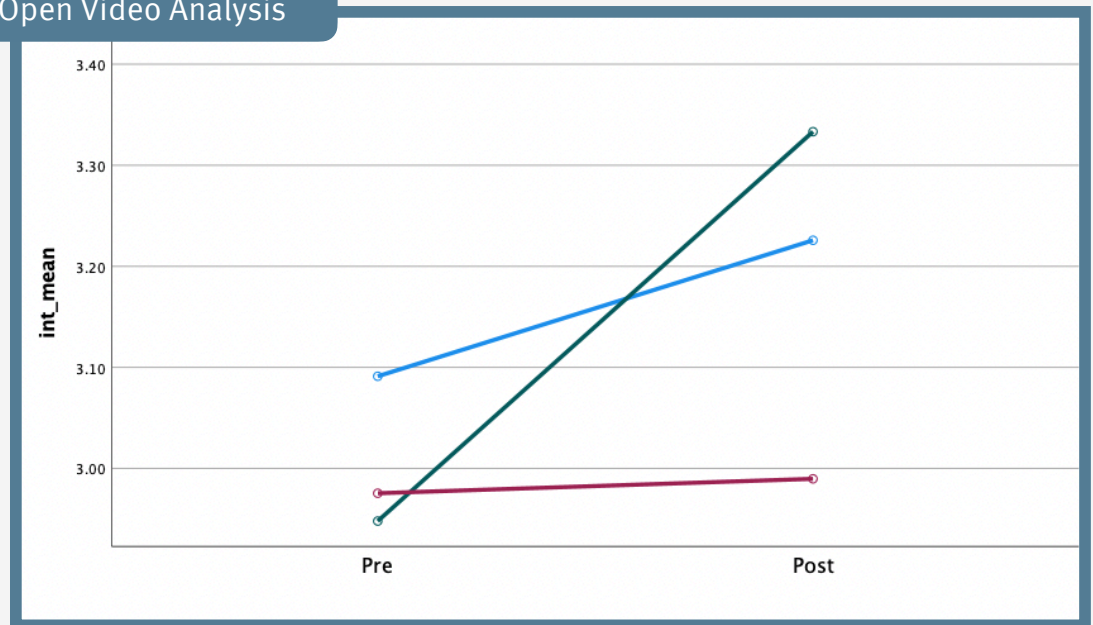
## Data Collection & Results

1 2 3 4

# ANOVA - Preemptive Results



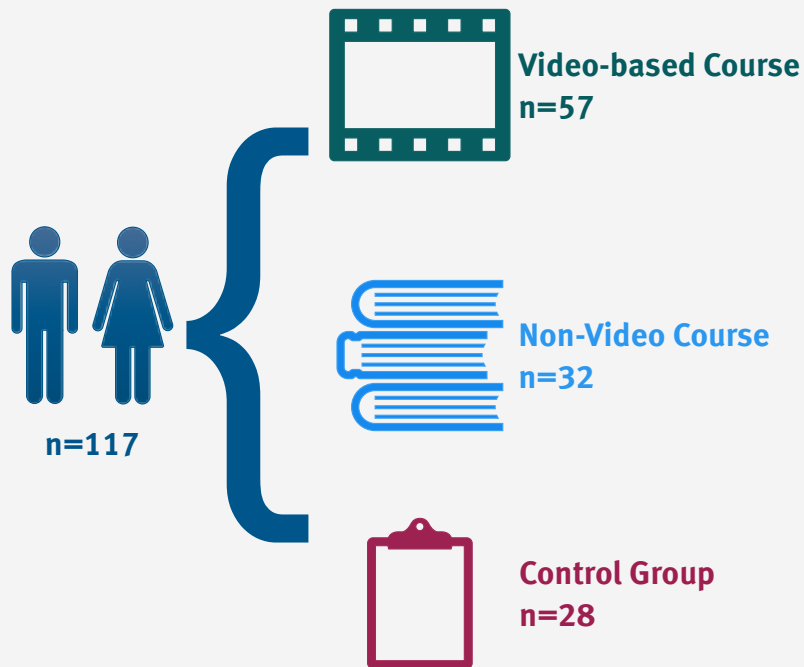
Open Video Analysis



Data Collection & Results

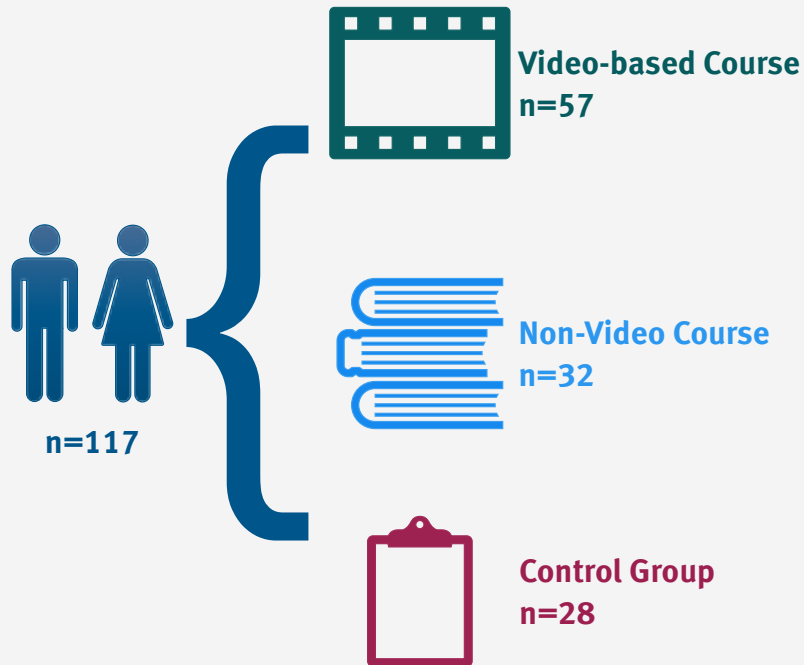
- 1
- 2
- 3
- 4**

# ANOVA - Preemptive Results



ANOVA only shows **significant** differences between groups when it comes to students' evaluation of relevant situations ('rate\_mean').

# Limitations



“Matthew Effect”:

- Strong performance in pre-eval is most indicative of a stronger performance in post-eval.

Attendance:

- ~70% of students in both courses report to have missed 3+ sessions.
- ANOVA becomes unreliable when excluding frequently absent students.



# Qualitative Analysis (Ongoing)

MA-Thesis  
(P. Appel)

n=12  
<5 missed sessions  
2+ Descriptions in both  
evaluations

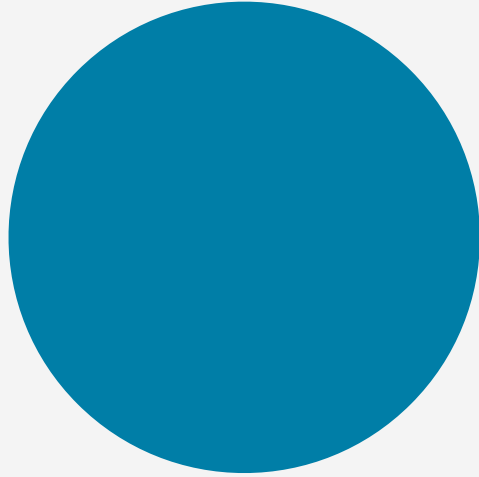
Two participants of the video-based course (AHR15, MUT08), whose interpretation and evaluation were less coherent and elaborated in the pre-evaluation, showed more reasoned and analytical results in their post-evaluation. For the text-based learning group, it was noted that the EFL teacher trainees whose interpretations and evaluations were less elaborated in the pre-evaluation showed less significant change in the post-evaluation (HEI27, SAR23).

In line with the findings of Gießler's study (2018), the lesson analyses of several EFL teacher trainees (**MAR25, AHR15, MUT08, MÖM29**) became more precise in the post-evaluation through the reduction of teaching scenarios to their meaning.

For the interpretation of critical teaching situations, the results of the qualitative content analysis indicate that the EFL teacher trainees who interpreted aspects of the classroom scenario only partially coherently in the pre-evaluation (see section 4.2.3) increasingly interpreted aspects of the teaching scenario according to didactical concepts relevant to speaking-conducive EFL teaching in the post-evaluation (see section 4.2.1). This was particularly evident for several EFL teacher trainees (cf. **MÖM29, IBR16, OBK15, AHR15, Bon18, MUT08**).

# Outlook

Continued  
Qualitative  
Analysis



DGFF  
NACHWUCHSTAGUNG  
MARCH 12-13, 2023

Further Information:



Organisation: English Language Education  
Team of the WWU Münster

# Thank you!

# References

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