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Review of *Using Video to Develop Teaching*



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Review of *Using Video to Develop Teaching*, by Niels Brouwer, Routledge, 2022. 416pp., \$273.00 (Hardcover) \$77.99 (Paperback) \$63.89 (eBook). ISBN 9780367353803.

Educational systems typically rely on teachers to convey knowledge and skills to students. Several factors work as a master key for unlocking learners' potential such as critical thinking, effective instructional strategies, pedagogical expertise, and student-centered education. One of the influential figures in society is teachers. Their professional growth is pivotal to successful teaching. Therefore, it is necessary for teachers to be a part of a continuous professional development process, especially in the current teaching and learning era where technology is an inseparable part of the educational system. In this regard, finding a comprehensive resource that integrates theories, pedagogy, and technology in teacher development can be challenging. However, the book *Using Video to Develop Teaching* by Niels Brouwer (2022) fills this gap by providing a well-organized and insightful approach that connects these essential aspects of teaching. Furthermore, what makes this book distinct from others is that the author has addressed the stages necessary for a teacher's professional development. Specifically, the book is organized from a general overview of the topic to the application of digital video by educators and teachers, adopting a bottom-to-top approach.

The book delves into the role of digital video (DV) in enhancing teacher professional development, building upon the integration of video into teacher education. Digital video's capacity to convey visual information beyond verbal descriptions has long been valued by educators for its effectiveness. As digital technology advances, this exploration highlights the transformative potential of digital video in elevating teaching practices.

The author has divided the content into nine chapters, and each chapter contributes to our understanding and application of digital video in teacher development. The author starts the book with an introduction that emphasizes the practical aspects of teacher education and the power of video in bridging the gap between theory and practice. It covers various topics, including the relationship between teaching and learning, quality instruction, teacher education approaches, quality standards, and the impact of electronic learning environments. This chapter paves the road for readers to have a better understanding of the relationship between teachers, teaching, learning, and digital video as a method for professional development. By reading this chapter, teachers, especially novice teachers, will be able to acquire sufficient knowledge and develop a deeper understanding of the relationship between

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teaching and learning.

Chapter 2 provides a comprehensive overview of digital video in teacher development. It discusses the evolution from analog to digital video, exploring different digital video applications. The chapter addresses key questions regarding what teachers learn when using digital video, how they learn, and the learning environments that facilitate their development. It highlights approaches like Microteaching, Self-confrontation, and Self-modelling, emphasizing the advantages of digital video over analog videos, such as cost-effectiveness, versatility, and integration with hypermedia formats. The chapter discusses various digital video applications like Docucases and Didiclass, aiming to enhance teaching and address challenges faced by educators. It concludes by emphasizing the potential of video platforms to assist educators in reevaluating and modifying their teaching methods. The chapter also defines key concepts and terminologies related to visual teacher learning, summarizing the outcomes and conditions of visual teacher learning for teachers and pupils. I believe this chapter has adequate applications that even novice teachers can obtain benefits for generating more effective teaching approaches.

Chapter 3 focuses on Visual Teacher Learning (VTL) and its impact on instruction. It highlights the potential of visual teacher learning in enhancing teaching quality and explores how teachers can effectively use instruction through visual teacher learning. The chapter presents a review of relevant literature, analyzing data from various sources. The findings demonstrate the positive effects of visual teacher learning on teachers and instruction, including engaging and interactive lessons, improved communication with students, and achievement gains. By observing model videos and incorporating innovative ideas, teachers can experience professional growth and innovation. In this regard, the effectiveness of interaction and provision of corrective feedback (CF) in second language acquisition (SLA) (Long, 1996). Hence, the author dedicated an entire chapter to that purpose.

Chapter 4 investigates the impact of video-based teacher learning (VTL) and video feedback on the development of preservice teachers. The authors conducted interventions focused on reading comprehension, writing instruction, and writing feedback. The data revealed that preservice teachers in the experimental group performed better in certain areas, such as making difficult words concrete and creating a writing-friendly environment. The experimental group also showed more attention to feedback, resulting in improved instruction. The study highlights the effectiveness of video feedback with structured viewing guides (SVGs) in enhancing instruction for preservice and in-service teachers. In this case, it can be insinuated that video feedback is not effective for teachers, but also for learners (Shinohara & Iverson, 2018).

Chapter 5 explores the impact of classroom video viewing on the development of teaching and learning approaches among preservice teachers. It investigates the effectiveness of viewing guides in aiding student teachers' comprehension of teaching techniques. The findings indicate that a majority of student teachers hold positive perceptions of using viewing guides as a supportive tool. The study aims to determine whether viewing guides can influence prospective teachers' reactions to video recordings of instructional sessions. The results provide clear evidence of such an influence, making the book a valuable guideline for preservice teachers in their teacher development journey.

Chapter 6, which has been written by Niels Brouwer and Harmen Schaap, focuses on evaluating professional development initiatives for secondary teachers, particularly the use of reciprocal peer coaching with video support to enhance teaching competence. In this chapter, the authors have attempted to fill the gap, that is, "the nature of changes in teachers' instructional action and their influence on pupils' learning" (p. 213). The case study results show that the program significantly contributed to generating new teaching ideas, leading to changes in instructional approaches and increased student engagement. The chapter demonstrates that reciprocal peer coaching with video is an effective tool for teacher professional development. This approach is very different from the traditional one, where a more experienced teacher might observe a less experienced teacher while teaching a class and provide feedback and suggestions afterward. I believe this approach is more effective because the novice/less experienced teacher can improve in terms of professional development without feeling negatively criticized.

In Chapter 7, the author introduces the readers to realize the importance of video production in teachers' viewing experience. The author highlights the need for comprehensive guidelines to improve the quality of classroom videos to enhance teachers' learning in a step-by-step method. The chapter provides a checklist for creating classroom videos, empowering teacher educators, professional development providers, and teachers themselves to create impactful videos. More importantly, the chapter underscores the importance of analytic viewing for teachers to enhance their teaching skills and knowledge and encourages video producers to consult teachers to understand the impact of their work. What distinguishes this chapter from other chapters is that the author guides readers/teachers in capturing films and editing them in a practical way. Therefore, it can be inferred that the author attempts to train teachers to be self-developers in teaching and instruction. For that reason, the author devotes the entire chapter eight to pointing out the advantages of using videos for teaching and instruction.

Chapter 8 explores the benefits of using video for instruction and collaborative teaching efforts. It highlights the significant impact of educational technology advancements on teachers' work and emphasizes the effectiveness of multimedia resources in enhancing knowledge representation and explanation. The chapter showcases the potential of blended learning with hypermedia and hyper video to transform teaching roles and foster collaboration among colleagues. It underlines the promising future of video and technology in education, particularly in online and blended learning environments.

The closing chapter of the book provides a comprehensive overview of the various applications of digital video and how they can effectively enhance teacher development. For example, the author examines how a recorded lesson can be beneficial for professional development in a collaborative way, that is, by sharing and reviewing it with colleagues. The chapter offers a carefully organized compilation of resources, guiding educators on how to leverage digital video for professional growth. In this chapter, the author presents a diverse range of digital video applications, addressing the specific needs of teachers in different contexts. The resources are arranged in a logical sequence, beginning with strategies to create favorable conditions for teacher learning and progressing toward practices that optimize Video-Based Teacher Learning (VTL) processes. One notable feature of this chapter is the inclusion of accessible video platforms, conveniently presented in a well-structured table. This empowers educators to explore and utilize these platforms based on their own unique requirements. Additionally, the author generously provides templates and step-by-step instructions for filming in the classroom, ensuring that teachers have practical guidance at their fingertips. Furthermore, the author delves into the critical aspect of analyzing and discussing recorded films. By highlighting effective approaches to reviewing and reflecting on teaching practices captured in videos, the chapter equips educators with the necessary skills to derive maximum benefit from digital video in professional development and teacher training programs.

In conclusion, *Using Video to Develop Teaching* stands as a comprehensive and invaluable resource for educators and teachers seeking to harness the potential of digital video in their pedagogical journey. This closing chapter consolidates the book's content, emphasizing practical strategies, resources, and methodologies that facilitate the effective use of digital video for teacher development. By embracing the insights and recommendations presented in this chapter, educators can embark on a transformative learning experience that enhances their teaching practices and ultimately benefits their students.

Without a doubt, this book can be recommended to be used as a textbook during teacher training programs because of the used language and readability level which people with the least knowledge of digital videos and its benefits in teacher development and teaching and learning.

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