VIDEO PEDAGOGY IN COMPETENCE-BASED TEACHER TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT

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ABSTRACT

The competence-based teacher education has been in the focus of Oulu University of Applied Sciences (OUAS) School of Professional Teacher Education (Finland). The need for change in teacher training system has been evident for past 20 years. In 2018, significant reform of vocational education system took place in Finland. This meant change for teacher training organizations. Teachers and schools had to be prepared for reformed system. Constant change, globalization and developing technologies have created a need for significant professional development. Blended learning programs have become a norm and teachers in every sector of education are required to keep their knowledge and skills up to date.

The development and the research of the recent years in Oulu University of Applied Sciences School of Professional Teacher Education has dealt with competence-base curriculum development and personalized study paths. Here, five studies from past four years are used to provide data for understanding how educational design is developed and implemented. Learning technology has a supporting role in the teacher training. Many of the learning activities in teacher training rely heavily on fluent use of different technologies that have become common during the past two decades. The use of video is one example of learning technology supporting the principles of competence-based teacher training, teachers’ continuing professional development (CPD) and personalized instruction.

The Bologna process, initiated 1999 by European Union members lead into significant development of competence-based practices in higher education and teacher training. All higher education organizations have reacted to follow the goals set by Bologna process. Still, the change has not happened at the same pace everywhere and there are institutions still in the process of realizing how their institution and practices are influenced and are re-aligned based on the Bologna process guidelines [1].

Keywords: Teacher Training; Continuing Professional Development; Competence-Based Education; Personalisation; Video Pedagogy
DESIGN BASED LEARNING AND MIXED METHODS RESEARCH

Design Based Learning in The Competence-Based Curriculum Design

The process of developing competence-based teacher education can be described according the principles of design based learning (DBL). The development of teacher training involves pedagogical, technical and content related knowledge and skills (or competence). The relationship of these elements and the practical implementation is often in the core of teacher training development [2].

The cycle of curriculum development is relatively fast. The curriculum is updated throughout the year with the whole teaching personnel and student representatives participating the development process throughout the year. The curriculum changes have been applied for studies of the next starting cohort of students. The principles of design based learning [2, p.49]. have enabled the flexibility and the culture of quick change.

Mixed methods research

Complex phenomenon such as teacher training curriculum development, the implementation and the impact of it cannot be fully explored with a single research approach. Mixed methods provide several perspectives to the design, activities and the impacts of competence-based curriculum, teacher training and personalisation. Johnson and Onweugbuzie [3] explain that mixed methods research attempts to consider these multiple viewpoints, perspectives, positions, and standpoints. Mixed methods allow several strategies for data collection methods, research methods and associated philosophical issues [3].

The most recent research on competence-based curriculum and personalisation of teacher training has been relying strongly on qualitative methods. Brauer’s research [4] aimed to answer how do the digital open badges structure the gamified competence-based learning process in the continuing professional development of vocational pre- and in-service teachers? Study draws on descriptive mixed research methodologies: qualitative content analysis, constrained correspondence analysis and phenomenography. Laajala [5] used discourse analysis to find out what meanings were constructed and how they were constructed in the discussions during the competence-based curriculum development process. Perunka’s [6] phenomenographic approach focused on teaching practice supervision in vocational teacher education to describe supervising teachers’ conceptions of teaching practice supervision. Kilja’s study [7] aims to describe and understand the phenomenon of the personalisation of studies. The theoretical framework was the existential
phenomenology. Kepanen [8] conducted narrative analysis to answer what is the competence-based learning process of vocational special education students as conveyed by the students themselves?

RESULTS

Laajala’s study [5] revealed repertoires (situationally constructed varying ways to talk about curriculum development and the curriculum) of curriculum interpretations. The most dominant one of curriculum development was coercion – a compulsory need for change. The most dominant repertoires regarding the curriculum itself were formal, knowledge-based and substance-centered curricula.

Perunka’s [6] study offers both practical and theoretical tools for supervising teachers to become aware of and consciously develop their supervision practices providing the personalized tutoring for teacher trainees.

Kepanen [8] describes in her study how the competence-based education model represents a new learning method of which the adult students involved in the study did not have previous experience. This was why the beginning of the studies was challenging and likewise self-assessment and expressing one’s tacit knowledge were difficult.

Kilja [7] defines the individual ways the students experientially described their personalized learning processes and outlined the general meaning network formed from those descriptions.

Brauer’s study [4] offers insights into the process of the gamifying a study path with digital badges and how competence-based approach and personalisation meet teachers’ personal needs for their working lives.

The research supports the observations that competence-based curriculum, it’s development and implementation is a challenging process for both teachers and students. Personalized learning solutions and tutoring provide much needed support for students.
CONCLUSIONS

We have seen through research and practice that tutoring and personalization in teacher training – initial and CPD – are vital parts of the process. Adult students have different needs based on their experiences in working life. They understand the value of personalized instruction and tutoring. The learning technology is an asset in the process but more research is needed to understand how technology is used in most efficient way. The video pedagogy related activities have significantly increased in the past ten years in OUAS School of Professional Teacher Education. The digital tools for documenting personal learning paths, process and competence in versatile ways but are also a source of stress for students and tutors. The use of technology requires a particular skill set and understanding of online pedagogies. According to the DIGIOPE report, 13% of vocational teachers told that making videos and exploitation of videos as their need for development. [9, p. 20-21].

Many working teachers would not have an opportunity to participate CDP programs if there wasn’t a possibility to participate online and work with videos. Although we know a lot on the educational use of video [10, 11] more research is needed to explain how increased use of video interacts with competence-based education and personalization.

REFERENCES

