

Video for (micro) teaching, an opportunity or a challenge? (A mixed methods case study)

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Abstract

This paper reports on a small-scale practitioner-led initiative that responds to some of the problems that have been linked to the task of microteaching and the use of video in university-led Initial Teacher Education (ITE) programmes at a university in the north west of England.

Though there have been many studies about the use of video for teacher development, few have been conducted in the context of ITE for vocational, further education sector (14+) in the UK. This study addresses this gap.

The focus of the study is on the viewing of a specifically designed in-house developed video of microteaching, as a resource to support trainee teachers for their micro-teach task in the initial stages of the course. It investigates how and to what extent the video supports trainees in their understanding of the task as a whole. It also examines reasons for trainees' reluctance to have their micro-teach filmed and to use the footage to analyse and reflect on it. It also explores trainees' attitudes and beliefs about the use of video analysis of their teaching in practice.

A mixed methods research design is adopted, consisting of an online questionnaire for trainee teachers ($n=82$); an online questionnaire for teacher educators ($n=8$); and three focus groups of trainees.

The data indicates that viewing a specifically edited video resource enhanced trainees' levels of confidence in their preparedness for microteaching and many trainees would appreciate the incorporation of video analysis into their course. Some trainees, however, expressed strong reservations against being videoed.

Keywords

micro-teach, video, trainee teachers, initial teacher education, further education UK

Introduction

This paper reports on a small-scale practitioner-led initiative in response to problems linked to the task of microteaching and the use of video in university-led Initial Teacher Education (ITE) programmes for the further education (14+) sector. The study focuses on the viewing of an in-house developed video of microteaching, designed to support trainee teachers in their micro-teach task in the initial stages of the course. It investigates how and to what extent the resource supports trainees in their understanding of planning and delivering the micro-teach task; self-evaluating their own teaching performance; and reflecting on the performance of their peers to provide peer feedback. It also examines reasons for trainee teachers' reluctance to have their micro-teach filmed.

There have been numerous studies of the impact of video on in-service and pre-service teachers' professional development, but most of them focus on pre-primary, primary or secondary teachers (Major and Watson, 2018; Cooper, 2015; Marsh and Mitchell, 2014; Mitchell et al., 2010). There has been very limited research into the use of video with pre-service teachers in the Further Education (FE) and Skills sector in the UK (14+) (Dyke et al., 2008). This study addresses that gap in knowledge.

The context of the study

The study took place on a university-led ITE programme in the north-west of England that prepares candidates to teach in the FE and Skills sector (14+). The participants of the study came from cohorts of trainee teachers on full-time (9 months) or part-time ITE (18 months) courses that lead to certified teaching qualifications. This ITE programme differs from trajectories into primary or secondary teaching, in that the sector attracts recent graduates as well as people from different professional, social, cultural and ethnic backgrounds, and more mature students, who have decided on a career change. The cohorts are therefore varied in their student profile and subject specialisms, with students' knowledge base of teaching constructed through their prior academic, professional, or vocational experiences.

The video resource creation and description

Teaching practice on this programme starts once trainees complete their first module, Preparation and Education for Teaching (PET), for which they must successfully plan, prepare and deliver a fifteen minute micro-teach. This task is an important initial assessment task, opening the gate to teaching practice. In the micro-teach the

trainees teach their classmates a topic related to their subject specialism in a shortened time frame. The topic may well be unfamiliar to their classmates, because of the generic and multidisciplinary nature of education programmes for the FE sector. The trainees are also asked to reflect on feedback provided by their peers and their class tutor.

When preparing for microteaching, some trainees often complained that they did not know how to deliver such a short teaching episode to their diverse peer group, despite being supported by their tutors. They were not confident to assess their own teaching performance, or the micro-teach delivery of their peers (Bacova, 2014). Regarding the use of videoed micro-teaches, trainees were reluctant to view video-footage of themselves teaching, arguing that watching themselves teach would not in itself improve their teaching skills.

To address these concerns, an in-house video was created capturing former trainees delivering the micro-teach. After seeking ethical approval and trainees' consent to use their footage, thirty recordings were viewed to choose clips from that represented key instructional stages of the task, and assembled into one video resource. The video was divided into eight sections, each showing three to four trainees performing a particular instructional move, for example setting aims and objectives and eliciting prior knowledge; explaining new concepts or modelling a new skill. The sections were no longer than five minutes to avoid cognitive overload, and covered a range of academic and vocational subject areas such as: media studies, photography, media make-up, and sport.

The video aimed to inspire deeper analysis of the micro-teach process to encourage trainees to develop their observational skills. This was based on the evidence from previous research that strongly suggested that video can contribute to the development of more focused observational skills of teachers (Barnhart and van Es, 2015; Blomberg et al., 2011; van Es and Sherin, 2002). As Kleinknecht and Gröschner (2016) argued, trainees who have a limited theoretical and practical knowledge base require scaffolding to direct their attention to key instructional episodes. Each section in the video therefore started with two or three open-ended questions to, firstly, help trainees focus their attention on key aspects of the delivery and, secondly, encourage trainees to develop shared pedagogical language when observing teaching. A short guide was written to scaffold the process of analysis and the video was used in a classroom activity during the period of preparation for the trainees' micro-teaches.

Literature review

The challenges of micro-teach have been reported in previous studies (Bell, 2007; Amobi, 2005; Higgins and Nicholl, 2003; Sezen-Barrie et al., 2014). Research has investigated video as a tool to overcome trainees' insufficient theoretical and practical knowledge, for example Fernández (2010) has described a successful initiative of the microteaching of Japanese lesson study. Ostrosky et al. (2013) used videotapes of microteaching to engage trainees in the development of their understanding of specific instructional strategies. Van der Westhuizen and Golightly (2015) employed video annotation software to engage trainees in online peer assessment of and reflection on microteaching. Kourieos (2016) utilised video of trainees' microteaching to engage them in collaborative discourse to enhance their professional growth.

Research has also identified challenges of video technology in enhancing teacher learning. Marsh and Mitchell (2014) indicated a lack of evidence that video can enhance the subject knowledge of trainee teachers. Seidel et al. (2011), van Es and Sherin (2008), and Dyke et al. (2008) argued for establishing clear ethical guidelines when introducing video into teacher education programmes. Seidel et al. (2011) suggested that when teachers reflect on the video of their own teaching, a self-defence mechanism leads them to be less critical and willing to engage in critical analysis of their own practice, especially in a group setting. Van Es and Sherin (2008) observed that teachers needed a considerable time to change from an evaluative to an interpretive stance towards viewed practices. Similarly, Dyke et al. (2008) reported that teachers being observed via video expressed concerns, criticising the limited gaze of the camera that only captured a small section of the classroom instruction and finding the presence of the camera intruding. Other researchers argued for a more justified purpose and role of video in the curriculum of ITE programmes and suggested its careful implementation (Cooper et al., 2015; Major and Watson, 2018; Blomberg et al., 2013; Masats and Dooly, 2011). However, all these studies referred to groups of trainees with single-subject specialism, with only one within a vocational sector (Dyke et al., 2008). Moreover, none of the studies focused on affective domains of learning in particular, nor on change in trainees' perceptions of their own self-efficacy and emerging professional identity. The reasons for trainees' reluctance to utilise video recording of their own micro-teach and to some extent, in their own teaching practice are also unexplored in previous studies.

Methodology

To generate data that capture the trainee teachers' views and perceptions on how the video resource supported their preparation for the micro-teach, and their willingness to be videoed doing their micro-teach, a case study with a mixed methods approach was adopted (Cohen et al., 2018). The research followed a sequential explanatory "quantitative → QUALITATIVE" research design (Biesta, 2012:149) in which qualitative data helped explain and elaborate on the quantitative results (Fig. 1). The qualitative methods were given priority because of the aim to investigate trainees' personal views on the usefulness and relevance of the video technology in relation to the development of their professional skills.

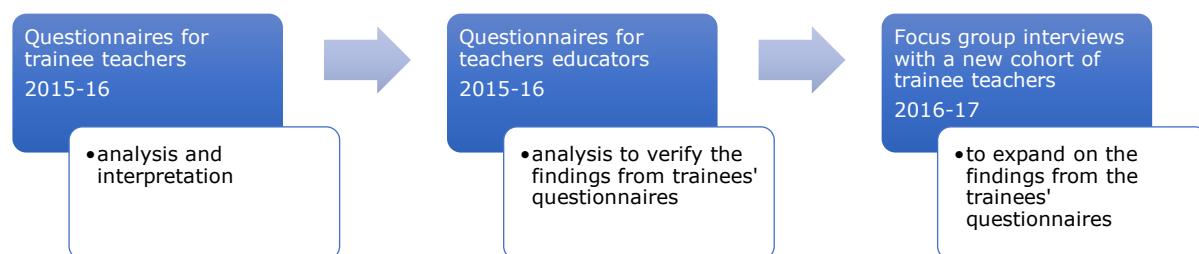


Fig. 1: Research design sequence

Data gathering was organised in two phases. Phase one focused on piloting the video resource with trainees on the ITE programme. The trainees viewed the video before their actual micro-teach and then, four weeks after the completion of this task, they completed an online semi-structured questionnaire. A five-point Likert-scale question design was used for questions one and two, to measure the trainees' self-perceived confidence levels regarding their preparedness for the task in pre- and post-viewing the video (see the Fig. 2). A four-point Likert-scale was used to measure the extent that trainees believed the video helped them with planning for the micro-teach (Question 3; see Fig. 3); to what extent it helped with peer assessment (Question 4; see Fig. 4); and finally, to what extent it helped with their self-assessment of their micro-teach (Question 5; see Fig. 5). The Likert-scale questions were accompanied by open-ended questions that invited the participants to comment on their responses given to the closed Likert-scale questions. Out of 202 first-year students, 82 responses were received.

The free text responses to the relevant questions were extracted from the questionnaire. To validate data interpretation, an investigator triangulation (Korstjens and Moser, 2018) was employed in which the first and the third author of the study analysed the responses to each question individually, constantly comparing and

contrasting individual statements and seeking to identify emerging coding categories. Both authors then discussed their decisions, negotiated differences and grouped the agreed categories under nine themes, which were reviewed again and merged into five overarching themes (Silverman, 2014).

Additionally, an open-ended questionnaire for teacher educators was completed by eight educators out of ten. The teacher educators' responses were mainly used to triangulate findings from the trainees' questionnaires. Subsequently, three focus groups were organised with trainee teachers in phase two of the research to explore the key findings from the questionnaires. The focus groups consisted of seven male and seven female trainees; ranging in age from early twenties to early forties; the subject specialisms ranged from English, math, health and social care, and arts to information technology. The ethnic origin of the participants reflected the varied cohort of trainees at the university-led teacher education programme: white British (7), Black African (2), Asian British (3); Middle Eastern (1); and Black British (1).

The focus groups lasted up to 40 minutes. As the groups were small, all participants could "justify and expand on their views" (Barbour, 2018: 21). This allowed for 'space' to engage in discussion about the suitability of video for their professional teaching development, while noticing any "inconsistencies and contradictions" in their responses (Barbour, 2018:11). The discussions were recorded and transcribed. The first and second author of the study followed the coding process of thematic analysis (Silverman, 2014). The authors carried out the first stage independently before comparing their codes for the investigator triangulation (Korstjens and Moser, 2018:122). Once the key themes were identified, all three authors of the study reviewed the examples that would illustrate them, comparing them with the themes that were identified in the questionnaire.

Following the institutional code of ethical practice, participants were given information about the study and asked to sign informed consent forms. Though the first two authors of this study were teachers on the programme, only some of the participants were their trainees, as the aim was to elicit responses from a wide range of trainees, and thus decrease any potential influence. The students were invited to participate in the project voluntarily and they were reassured that non-participation would have no impact on their studies. The questionnaires were answered anonymously via an emailed link, using the Bristol Online Survey (BOS) tool.

The limitations of the study

The questionnaire for trainee teachers only reflected their self-reported perceptions on what they believed they had learnt from observing their peers on the video resource. It would be valuable to differentiate more precisely to what extent the trainees needed the guidance by their tutors and to what extent they were engaged by the video itself. The fact that the video was only viewed in class may have limited its impact on the enhancement of trainees' observational skills needed when providing peer feedback.

The answers to the open-ended questions were formulated in short statements, and further evidence would be required to identify which areas of trainees' knowledge base were developed during this process.

Findings

The quantitative data from trainees' questionnaires

Questions 1 and 2 were answered by 82 students, and questions 3, 4 and 5 answered by 81 students. The open-ended questions had a varied response rate.

The focus of questions 1 and 2 was to collect data that would measure the extent to which the trainees perceived their levels of confidence regarding their preparedness for the task before and after watching the video (Fig.2).

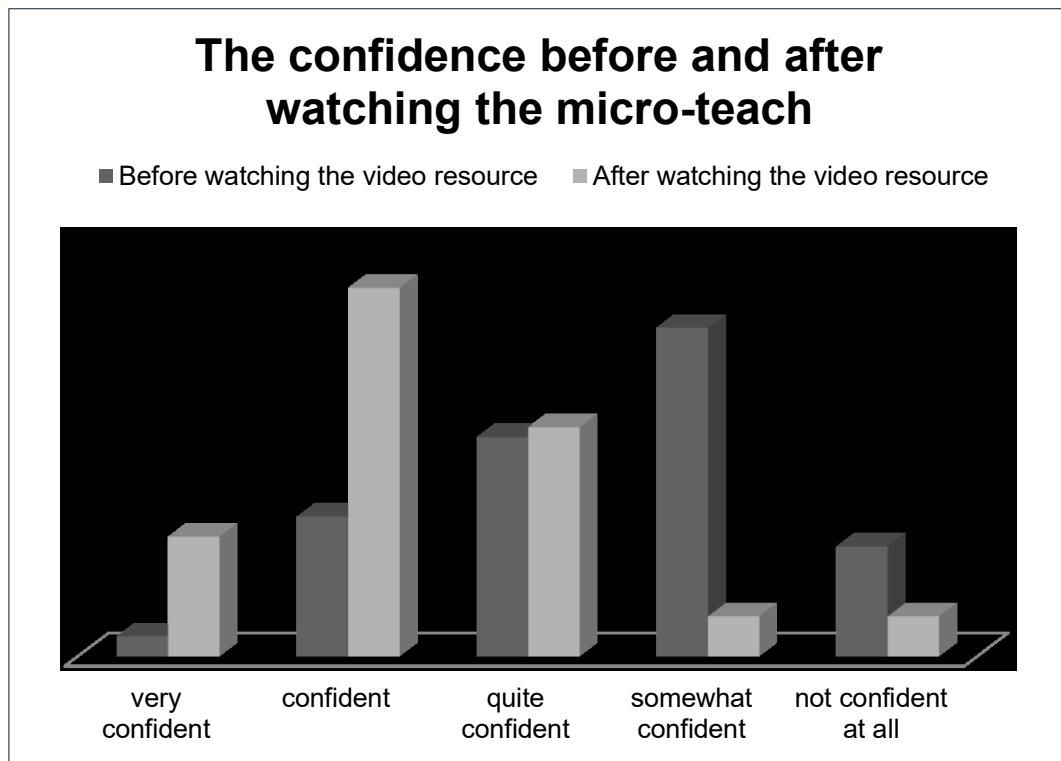


Fig. 2: The confidence levels regarding your preparedness for the task

The results show that more than half of the 82 trainees initially felt less than confident about the task, though they were in the final stages of its planning. This confirms previous research that the majority of pre-service teachers find the micro-teach particularly challenging. The data from question 2 shows that trainees' self-perceived levels of confidence increased immediately after viewing the video. The number of trainees feeling 'confident' or 'very confident' increased from 16 (20%) to 49 (60%), with a similar decrease in those feeling somewhat confident' or 'not confident at all' from 44 (54%) to 8 (10%).

The findings show that viewing clips of micro-teaches increased some of the trainees' confidence and understanding, which could have a number of reasons. Some were identified in the trainees' responses to open-ended questions in the questionnaire as well as the teacher educators' comments (discussed below), some can be confirmed by previous research. For example, the confidence levels might have been increased due to the specific structure of the resource. Blomberg et al.'s (2013:93) meta-study into the use of video in teacher education suggests that having edited video resource enables trainees to observe teaching in "manageable chunks" and to provide "a vivid second hand experience".

The teacher educators supported trainees in building confidence by engaging in description, explanation and interpretation of the practices shown in the video. We conclude that involvement in peer discussions on observed actions enhanced trainees' knowledge base on teaching practices and helped them critically evaluate 'what to do' (Gaudin and Chaliès, 2015). Confidence levels may also have been increased by trainees' enhanced understanding of how to plan the task, as data from the question 3 (Fig. 3) shows that two thirds of all respondents valued the video clarifying the task and supporting them in its planning stage. The data corroborates Seidel et al.'s findings (2013) that video can help trainees to plan their lessons as it provides examples of practice to be followed and/or evaluated.

To what extent did the video help you plan for the micro-teach?

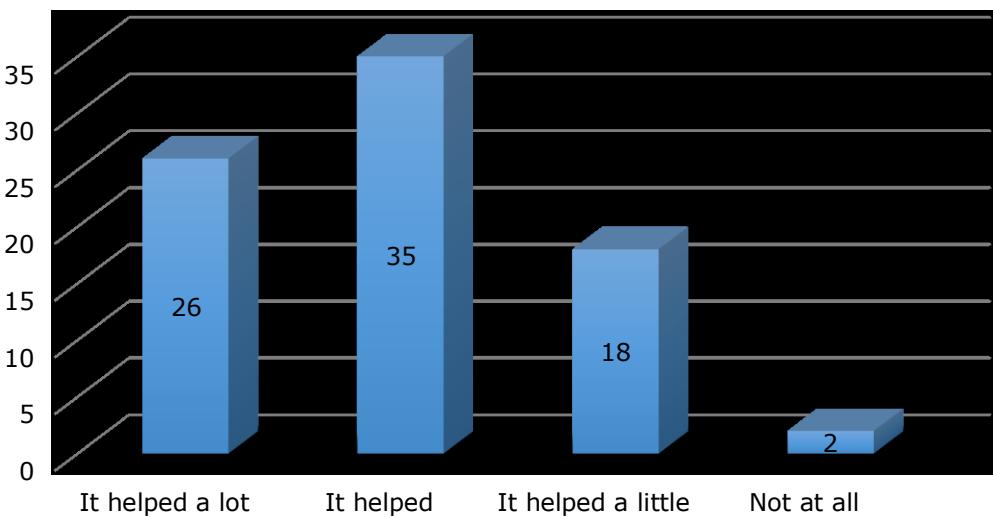


Fig. 3: The extent to which the video helped with planning for the micro-teach

As regards responses to question 4 on the usefulness of the video resource for providing peer feedback (Fig. 4), 57 of 81 respondents (70%) found the resource 'helped' or 'helped a lot'. This leaves 24 respondents (30%) who felt that the video helped only 'a little' or 'not at all', and the factors which caused this are explored in the qualitative thematic analysis discussion of the limitations of the video resource.

To what extent did the video enhance your ability to provide peer feedback?

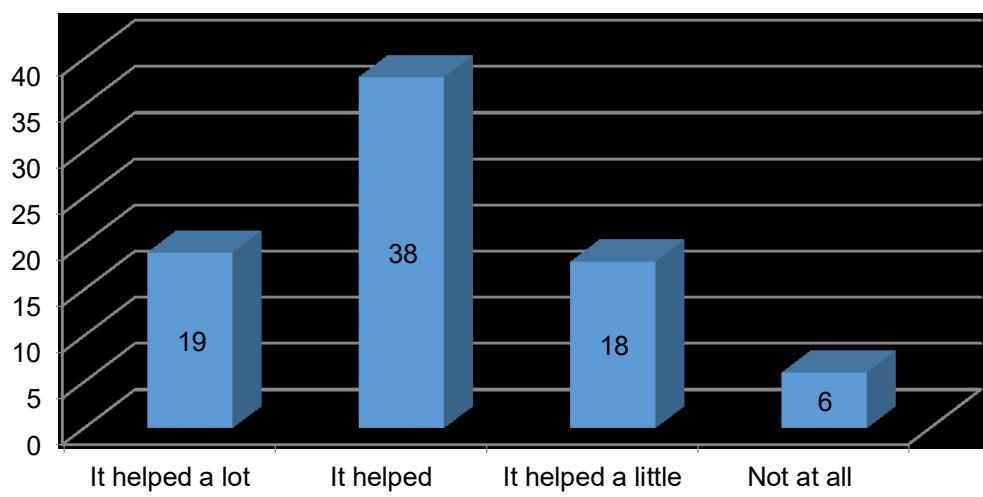


Fig. 4: The extent to which the video enhanced the ability to provide peer feedback

The trainees' views on the usefulness of the video to support their self-assessment (Question 5) were also positive (Fig. 5).

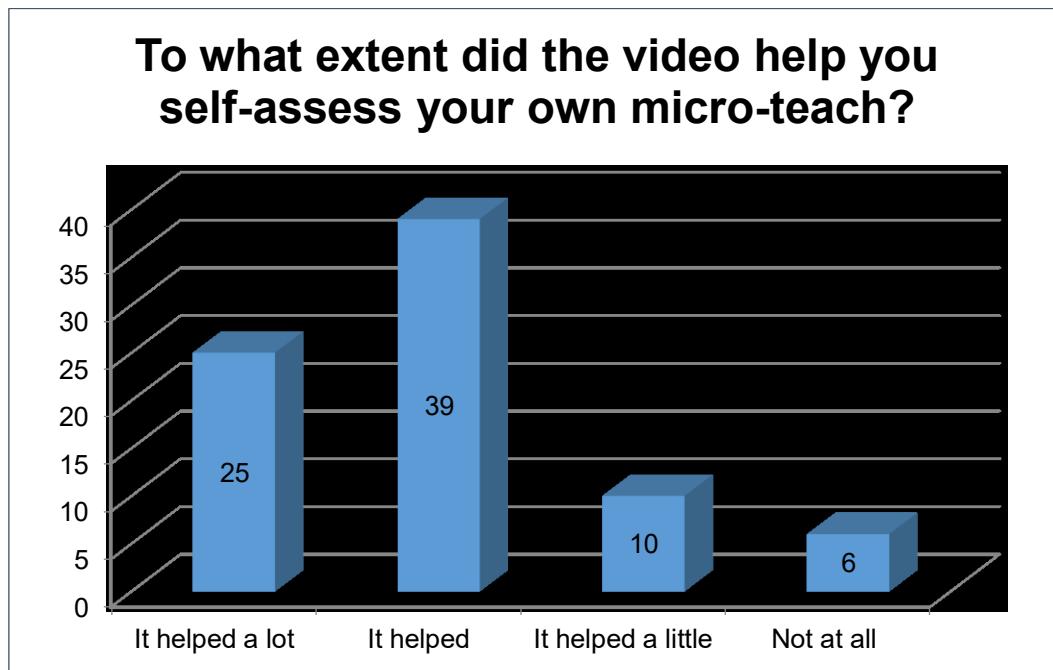


Fig. 5: The extent to which the video helped trainees to self-assess their own micro-teach

64 respondents (80%) found that the video 'helped' or 'helped a lot' in their self-assessment, compared with 57 respondents (70%) who found it 'helped' or 'helped a lot' in peer feedback. In particular the number of respondents who found it 'helped' or 'helped a lot' was substantially bigger for self-assessment than peer assessment: 25 (31%) against 19 (23%). This emphasis on self-assessment correlates with research showing that at this stage trainees demonstrate heightened levels of self-awareness with the focus on their own performance rather than that of others (Rodgers and Scott, 2008; Chong et al., 2011). The ability to provide peer feedback is still limited by trainees' inexperience in providing valid and well-informed evaluation of others' teaching, as well as caution about jeopardising the confidence of peers (Black and Wiliam, 2006). Even though the video seemed to support learning and understanding of the micro-teach task, the data identified a range of 2 to 6 respondents who did not find the video helpful at all. The qualitative data from the questionnaire enabled the identification of reasons for this.

Open responses from trainees' questionnaires

Clarification of the micro-teach task

Data indicated that trainees appreciated the video as a resource that could explain the task in a structured, visual, and contextual way which in turn led to better and more

confident planning: "*I was able to properly plan my lesson plan and do beginning middle end*". Respondents benefitted from observing practical classroom instructions, seeing them as "tips" that they could use in their own micro-teaches.

Regarding peer feedback, the trainees said the video helped them create a 'template' to follow. They reported confidence in observing others, as they knew "*what to look for*". However, the 'we' in many responses signposted the important role of collaborative discussions with peers led by teacher educators. As Borko et al. (2008: 419) emphasised, in order to "gain new insights" about one's own and others' teaching, teachers need to approach the video with a clear purpose and with scaffolding available to facilitate the process of their learning.

Self-regulated learning

Self-regulated learning refers to trainees' willingness to spend more time to review and update the plans for their microteaching. According to Zimmerman (1998), self-regulated learning consists of a cycle of three phases: forethought, performance and self-reflection. Observers in the forethought phase are engaged in the interactive process of task analysis, which helps them with strategic planning and goal setting. The trainees' responses suggested that the video engaged them mainly in the 'forethought' process linked to their planning stage, and encouraged them to critically review how they intended to teach their session: "*It made me more self-aware and mindful of the activities I had prepared*". Trainees became motivated to make changes to their plans: "*I had already made a loose plan of what I intended to teach. Watching the micro teach helped me to ensure I covered everything necessary. I amended my lesson plan accordingly.*"¹ The responses also referred to the post micro-teach stage, when the trainees appreciated the video as a source of intrinsic motivation to monitor and evaluate their own performances: "*I knew I had to assess myself and be honest and critical and give myself goals for improvement.*"

Emotional response

Emotional response refers to the affective domains of learning which were triggered by the observation of videoed microteaching. The participants commented on the vulnerability of models' behaviours, including signs of stress and insecurity. Whereas the previous research highlighted similar affective concerns about microteaching (Bell, 2007; Ekşí, 2012), we were surprised by the contradictory responses to the observed models' levels of anxiety. On the one hand, watching others of similar status and

¹ In this comment, and some others, minor errors of punctuation have been corrected.

capability perform the micro-teach with various levels of success (Bandura, 1997; 1986) reinforced the perception of self-efficacy in the majority of trainees, "*It was reassuring to see other teachers teach lessons that weren't perfect*". On the other hand, some trainees seemed to be negatively affected by the nervousness of the models which increased their own anxiety. A few respondents seemed to compare themselves unfavourably with the video models resulting in a decrease in their own self-efficacy beliefs and confidence levels. The teacher educators commented on increased levels of anxiety in some trainees which they attributed to two factors; observed nervousness of novice teachers in the video, and perceived high cognitive demands of the micro-teach task. However, as one educator noted, overall "... *the trainees found it reassuring to watch others who had been through the experience – and survived!*" (Teacher educator).

Recognition of good and poor practice

The answers for the questions on confidence, planning, peer feedback, and self-assessment contained a strong emphasis on insight into what is considered good or poor practice. Many responses were predominantly judgemental and non-specific: "*It showed me what to do and what not to do*", corroborating the findings of other researchers (van Es and Sherin, 2002). However, there were examples of trainees' newly acquired pedagogical principles of teaching: "*it gave us a visual understanding of what was good material and delivery and what wasn't great.*" Equally, the process of guided observation led by classroom tutors seemed to increase 'noticing' of what was worthwhile to comment on: "*We got the chance to practise giving feedback for each teach on the video, so we knew what things to look out for on our peers' teaches.*" Similar answers were elicited when trainees were asked about self-assessment. They again referred to understanding the assessment criteria to evaluate their teaching: "*I was able to see what the observer sees*".

No or limited help

Trainees with previous teaching experience did not rate the video useful either as a confidence boost or as a support in their planning process. Some trainees perceived the video more as a preparation for the actual performance of the micro-teach rather than as a tool to support their planning stage. Some trainees did not find the video resource useful in developing understanding of the process and structure of peer feedback and self-assessment, which were integral parts of the micro-teach task. Even though the video contained specific questions to direct students' attention to specific instructional strategies in the micro-teach, the trainees commented that the video did

not demonstrate actual peer feedback and self-assessment. This limitation is also observed by Sherin (2004:10) who expresses her concerns about an observer's "passive role" when asked to evaluate the instructional practice of teachers in video extracts. Some respondents thought that peer feedback was unreliable and had only a value of an "opinion", particularly because they "are all new teachers"

The focus groups findings

Discussions in the focus groups explored how trainee teachers utilised the video to enhance their knowledge and skills; how they felt about observing other teachers' practice recorded on the video; and how they felt about being videoed themselves for their micro-teach and later on in their teaching practice.

Personal discomfort and an emerging sense of professional identity

The discussion of different uses of video generated rich, emotionally charged responses, echoing some responses from the questionnaire. The responses were clustered around the theme of personal anxiety, vulnerability, fear, and feelings of inadequacy that seem to lead to perceived lower levels of self-efficacy (Bandura, 1997; 1986). For some trainees, particularly those with limited professional experience, observing classmates seemed to "*be quite daunting because we question ourselves whether we're doing things right or wrong*". This sense of insecurity is understandable at the beginning of their professional developmental stage, and is well recognised in research on teacher development and growth (Malderez et al., 2007; Rodgers and Scott, 2008; Timoštšuk and Ugaste , 2010; Karlsson, 2013; Pillen et al., 2013).

The focus group discussion, together with the questionnaire statements, confirmed that even watching other people teaching can trigger a variety of emotional reactions that could have impact on the trainees' confidence and self-efficacy. Participants utilised examples of poor practice as a form of self-evaluation, and self-assurance, "*it's also good ... to look at bad examples - OK I don't do that*". This finding resonates the finding from the questionnaire that trainees adopt a more judgemental, 'evaluative stance' (van Es and Sherin, 2002; Stürmer et al., 2016) when observing others' instructional practice.

When asked if they would prefer videos of experienced teachers, or of their peers and/or themselves, a typical response was, "*for the course more experienced teachers with learning how to do it, for reflections it should be peers or your own*". This indicates that at the early stage of their professional development, the trainees relate their emerging professional identity strongly to others, as suggested by Karlsson

(2013:136) “the student teacher peer group can be an important social context for teacher identity formation in teacher education”. It seems that video of peers can act as a sort of measurement against which the trainees self-assess their own progress. This is supported by Zhang et al. (2011:457), who noticed that video engages teachers in “comparative reflection”.

The complexity of emotional responses was evident in trainees’ statements about being video recorded during their micro-teach and/or during their teaching practice. Those who had had the experience of being recorded seemed to be quite positive about the experience, some found this “*nerve-wracking*” in the first few seconds of filming but once they started the lesson, they seemed to forget about the camera in the classroom. This discomfort is also mentioned by other researchers (Masats and Dooley, 2011; Zhang et al, 2011; Sun, 2014). More mature trainees, mainly the ones with some prior experience of being observed and being videoed as part of their professional practice on vocational courses, indicated more confidence with being recorded. However, more recent graduates explained they felt too insecure at the beginning of the course and believed having a camera to record them would put unnecessary pressure on their performance,

“You're your worst critic, your worst enemy, whereas other people tend to say, ‘you've done this right’. You tend to be harder on yourself … focus more on what you've done wrong [emphasis] than on what you've done right. It might be useful but it can be bad for your morale.”

The strength of this negative response to videoing was surprising, given that previous studies, though commenting on some unease with the use of video, usually noted this was soon overcome. It seems that the video analysis triggered strong feelings of insecurity and inadequacy that may be underpinned by the predominant “black and white” vision (Rodgers and Scott, 2008:740) when reflecting on one’s image of self as teacher. Asking trainees to view themselves without any previous preparation or clear instruction on ‘how and what to do’ when viewing their teaching, may, in some cases, become quite a disheartening experience:

“I think it might've been too overwhelming given that for someone it was the first experience of teaching … so watching yourself … being so overcritical … could've just blown our minds.”

Benefits of watching one’s own video to be negotiated

When discussing the possibility of being recorded later on in their teaching practice, some trainees still expressed hesitation, even though they acknowledged the benefits:

“Everything depends on how it would be useful ... useful for us to self-evaluate; to look at ourselves might be useful, not that it be necessarily so fun for us”.

They understood the use of video recordings as evidence of their progress, and believed that this would become more acceptable if the purpose of the video was “*clearly negotiated*”. This request echoes the suggestions formulated in previous research (Blomberg et al., 2013; Masats and Dooly, 2013). More mature trainees insisted that watching their own videos should be an integral part of the course. As the discussion developed between those who were eager to use the video and the ones who were opposing it, shifts in opinions became apparent:

“I think I’d be a lot more nervous if I knew there’d be a crew recording me, but now looking back, I should have done it; it would’ve been a good thing to look at what you ... the way you teach”

Conclusions

This research confirmed that structured video resources can enhance trainees' understanding of the micro-teach task. It also endorsed the findings of previous researchers who worked in different cultural and geographical contexts for teacher education, mainly when noting more judgemental and less interpretative responses of trainees when observing their peers' microteaching (for example, van Es and Sherin, 2002). The comments on noticing and evaluating specific instructional practices demonstrated that the video resource helped the trainees to start developing their observational skills as it provided more clarity about what is expected from micro-teach and on how to proactively approach the task. In some cases, it motivated the trainees to further review, update and monitor their own plans to enhance the quality of their microteaching, which was an encouraging finding in this study.

Some findings were contradictory, in particular the opposing emotional responses of trainees to observation of videotapes of peers and themselves. This variety, it is argued, reflects the multi-disciplinary, professionally and educationally diverse classroom context of ITE for FE sector. When witnessing displays of vulnerability, the identification of heightened levels of discomfort of some trainees was contrasted with a strong self-assuring response of others. Zhang et al.’s (2011) suggestion of a ‘study-buddy’ might be useful in this regard, but would require careful preparation of trainees

for the observation of their own videos. Teacher educators would need to build a climate of trust and psychological safety (Edmondson and Lei, 2014), exercising high levels of professional judgement when pairing students for peer video feedback.

According to Edmondson and Lei (2014), there is a relationship "between individual experiences of psychological safety and outcomes including job engagement...learning from failure, and creative work involvement" (Edmondson and Lei, 2014:25-26). This study demonstrated that video is an appreciated and valuable resource for ITE programmes if implemented carefully with instructional guidance from teacher educators. If a reflection on one's own abilities to teach is emotionally challenging and overwhelming, educators need to pay attention to building a sense of psychological safety in their classroom in which trainees are instructed how to respond to "displays of vulnerability" (Ibid: 38). Trainees need to develop realistic expectations when observing other novice teachers' teaching as well as when reflecting on one's own performance at the early stages of professional development. The process of redirecting trainees' attention from a mainly overcritical review of their skills to a more balanced view of their overall performance would enable trainees to embrace video technology in a less apprehensive way, and this would be a worthwhile topic of future research. Further research is also needed on how video develops, and possibly helps transform, the emerging professional teacher identity of trainees who are recruited to ITE programmes for further education and skills sector.

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