

The Classroom Teaching Analysis

A New Concept in Pedagogy Using Video Footage of Practice-Based

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ABSTRACT

A video is a powerful tool in analyzing teaching in class. However, the use of video footage of practice-based that has already existed in a teacher education institution still lacks to be investigated. The study aims to give broader knowledge and a better understanding that video footage of practice-based can be reused to analyze the teaching in class even though it was recorded a long time ago. Instead of using it as a reflection tool for pre-service teachers to improve their teaching skills, this tool can be reused for a different perspective, especially in investigating teaching in class. Therefore, by applying a literature review this study tries to answer how the teaching in class can be analyzed using video footage. Since it uses the video that has already existed, some strategies (e.g., selecting the video's segment, and method) are required and discussed in this study. In doing so, the study contributes to giving broader knowledge in the pedagogy field by giving a new perspective for educators and scholars that the video footage of practice-based can be reused to analyze the teaching in class.

Keywords: *Practice-Based Video Footage, Classroom Teaching Analysis, Pedagogy's New Concept*

1. INTRODUCTION

A video is a powerful tool for pre-service teachers to learn own mistakes while they are teaching in class during the microteaching session. Also, it might be used to interpret the facial expression which is it is still a debatable issue, see [2]. Regarding the usage of video, most current studies, recently, produces the video for research purposes, such as in applying a method, e.g., [1] that commonly investigated by direct observation. These studies are conducted without recording the classroom situation.

Unlike the video for research purposes, the video footage of practice-based has a function as a reflection tool for pre-service teachers to improve their teaching. These videos can be collected from a teacher education institution. However, the study uses the video (of practice-based) that has already existed is still rare to be investigated [4]. The video tends to be used once [5], and commonly they are put as archive collection (storage) in the institution. In fact, this tool can be reused in a different perspective, such as for research purposes to investigate the teaching in class at the time when it was recorded.

There are many advantages can be achieved by using this tool, such as teaching in the classroom can be known and understood even though the researchers are not there. Because the video is a moving image, then, to investigate every single movement, for example, need to be repeatedly analyzed so that it can be reported accurately [3].

Since the video has already existed, then, to investigate teaching in class, some preliminary question arises: how to select the video material? Which are the criteria? Does the whole film in the video will be analyzed? Which segment(s) needed to be analyzed? How to select the segment(s)? Which methods are appropriate to analyze teaching in class using video footage of practice-based that has already existed?

Thus, it becomes a discussion in this study in which it contributes to educators and researchers in giving a new perspective that the video footage of practice-based can be reused to analyze teaching in the classroom. Hence, it can also provide in giving broader knowledge, especially in the pedagogical field.

2. METHOD

This study applies the literature review related to the usage of video that has already existed to be reused for further research. The literature review gives a comprehensive overview in which one of the searching techniques can be done by snowballing [6]. By implementing this technique, this study investigates how teaching in the classroom can be analyzed using video footage of practice based. Here, the discussion with different methods of analysis is given.

In addition, this study applies a semi-systematic or narrative review, which is it denotes the particular topics that had been conceptualized differently and investigated by different disciplines of research groups [7]. The analysis is conducted by thematic analysis in which it refers to a method in identifying, analyzing, and reporting the patterns based on the themes of the text [8].

3. RESULT AND DISCUSSION

3.1. How to Select Video Material? What Are the Criteria?

The video that has already existed in the film's storage might not be good enough to see [9]. It might happen, mainly if the video was recorded a long time ago. Therefore, using the video footage of practice based that has already existed, the clearness of the picture and sound on the video is essential for analyzing the data. In addition, since the quality of light and sound are essential before recording the event [3]; therefore, in analyzing the video that has already existed, those become criteria to select the video material.

Moreover, if the video was found in the old format, such as Betamax or VHS, then, the data on the video should be transferred to the digital. However, the video equipment to transfer to the digital might lose [9] since it does not produce anymore. Therefore, in selecting video material, the format, such as VCD, can be used to analyze teaching in the classroom in which this format does not need to be transferred to the digital.

3.1. Which Method Might Suitable To Analyze The Teaching In Class Using Video Footage Of Practice-Based That Has Already Existed? How to Select the Segment(S)?

Likewise producing video, the video footage that has already existed can be investigated to see teaching in classroom by using a variety of method analysis, such as the standardized, documentary or content-based analysis. Since there is no single method in analyzing the video [4], some varieties of methods of analysis using the video, along with examples, can be described as follows.

3.1.1. The Standardized Method Analysis

As a method analysis, this methodological approach examines the video data deductively based on a particular theory assumption in which some categories should be established. This approach can be used to see specific behavior or behavior patterns to identify specific frequencies or models [10].

Therefore, regarding the teaching analysis uses pre-existed video footage the implementation of curriculum (of history lesson) can be used to describe teaching in class. In addition, in the curriculum of history lesson is written [11]:

"In the activity's implementation, it is expected that during the learning process, teachers choose a method which actively involving the students physically, mentally (thoughts and feelings) and socially".

"..... it is expected that teachers can make enrichment programs so that the students can get a better comprehension of all subjects".

According to both statements above, teaching in the classroom is presented in getting involved with the students physically, mentally (though, and feelings), socially, and creating enrichment programs. Hence, they become criteria to be observed in the video footage of practice based by providing open and closed questions. The illustration below is adopted from the study that uses mix method [13].

Explaining the Elaborating the
 How frequent the teacher asking questions to the students (using a certain method)
 1 2 3 4 5 6 7 8 9

 Other teaching (strategies) that have not been mentioned above

Figure 1 The example of observation form

Here, the open and closed questions is formulated through an observation form by using a measurement's scale [14]. This mix method design has a function to strengthen the study [15]. By using this approach, the teaching activities in class can be identified by looking at the behavioral pattern that might be seen in the video footage.

The benefit and drawbacks of using the standardized method analysis are described as follows [10]. The research logic can be built by using statically procedure since all the situation is set. However, several drawbacks might come up in this approach. One of them is it requires

a high effort to control the situation by trying to make the recording in a static setting. Next, the essence of video analysis may hard to reach because this approach used appropriate guidance in applying the predefined observation and squeezed into fixed categories. Thus, to achieve understanding and explaining the meaning of the actions as the central core of the video analysis become far afield.

3.1.2. *The Interpretative Visual Analysis*

This approach focuses on understanding the meaning and action rather than using frequency and statistical matters [10]. However, in some limited cases, this analysis might be used in an arranged situation or semi quasi-experiment [16].

In addition, the qualitative approach is generally used in the interpretative visual analysis. Here, the video observation is based on the utterance of participants [14] or actors [10] that can be viewed in the video. The utterances should be transcribed into text before analyzing.

Furthermore, there are some considerations that also essential to be looked at, such as which method of interpretative of visual analysis should be chosen. Here, in terms of the teaching analysis, the documentary method is an example of using interpretative visual analysis. This method can be a foundation in video analysis [4] in which it has a purpose of reconstructing the meaning from a comprehensive perspective [10].

Next, since in the video footage of practice based consists several segments (such as opening, explaining, giving variety of stimuli, inquiry (asking questions), leading a discussion, and closing) [17]; then, to investigate teaching in classroom using documentary method can be selected based on one (more) segment(s).

If the segment of leading discussion is chosen to see how pre-service teacher leads a discussion in the classroom, then, a whole film on the video footage of practice based does not necessary to be analyzed. In other words, the segment of the leading discussion is the main focus that is going to be investigated.

After choosing the segment (leading the discussion) and transcribing the utterance between teacher and students into the text, teaching in the classroom is ready to be analyzed. Here, the teaching analysis is represented by the teacher student interaction in which it can be analyzed based on their utterances, see [18].

In addition, because it is utterance (verbal) interpretation, the ability to be analytically verbalized is necessary. This method depends not on either the self-statement of the participants or the objective facts. Instead, it looks beyond that, in which to what extent the interpretation can be identified in the respective cultural

products that have meaning. In other words, by using this method, the observation based on the text refers to *how* reality is formed (second order) rather than *what* the social reality is (first order) [19].

The method has benefit because it interprets *how* it happens rather than *what* is visible. This documentary method focuses on an everyday situation that also produces the cultural context and environment. However, since it tends to look at *how* it happens (beyond *what* is seen) [19], the different interpretations might come up from the interpreters who have different cultures. Thus, it might have an impact of the study result in term of their judgments.

4. CONCLUSION

As can be seen above, both methods can be applied to analyze the teaching in class using video footage of practice-based that has already existed. Here, teaching analysis can be studied in different standpoints, whether it can be conducted using the method that has already standardized or used interpretative analysis.

Indeed, using either a standardized or interpretative method analysis provides wider knowledge related to teaching (at the particular time) when it was recorded. In doing so the teaching situation at that time can be known and understood. In other words, it becomes a new perspective in pedagogy since the use of video footage of practice-based is rarely used to analyze teaching in classroom for research purpose even though they are commonly founded in the teacher education institution.

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