



Initial Video Training for Teachers and Assessment of Professional Competencies in Intercultural Bilingual Education Contexts in Ecuador

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Abstract. This longitudinal field study aims to enhance the professional teaching competencies of a mixed group of ten university students enrolled in the Intercultural Bilingual Education (IBE) program at the National University of Education (UNAE), during their community immersion teaching practicums. This involved micro-planning lesson design, implementation, and reflective analysis, all supported by a video-based training approach and on-site guidance. The article evaluates a sequential video analysis model for situated teaching practices, synthesizing foundational principles from Lesson Study [1, 2] and Neopass@ction [3, 4]. Comparative statistical analysis (Student's t-test) of interim results shows a statistically significant increase in teaching competencies between the 4th and 6th semesters ($p = 0.0004$). These findings indicate: (i) the effectiveness of the video-based training model in fostering the majority of targeted teaching competencies, and (ii) the ongoing need to strengthen the intercultural-linguistic dimension to fully align with UNAE's pedagogical professional profile and the IBE pedagogical model (MOSEIB) guidelines.

Keywords: Teacher video-based training, professional competencies, evaluation.

1 Introduction

1.1 Context and Challenges of Initial Teacher Training

Teacher training poses a significant challenge for educational development in Latin America, where pedagogical practices are central to both the theoretical and practical training process for future educators. Recent work by Rodríguez et al. [5], and previously by the Organization of Ibero-American States [6], highlights the crucial importance of these immersive experiences, which allow student teachers to interact directly with students in real school settings. This fosters both the acquisition of essential teaching competencies and the development of a strong professional identity.

For students in the Intercultural Bilingual Education (IBE) program at the National University of Education (UNAE-Ecuador), this experience is particularly revealing: during and after their practicums, they enthusiastically emphasize the importance of direct contact with students and the challenge of assuming the role and professional practices in real schools, where they are no longer perceived as mere apprentices [5].

This experience is essential for developing pedagogical knowledge in the field, focusing on: (i) participant observation of the dynamic interactions between teachers and students inside and outside the classroom; (ii) reflection on the typical moments, rhythms, and events that structure daily classroom routines, as well as on the critical events and situations that may arise for professional teachers or student teachers during their interventions; (iii) structuring an action research project based on the diagnosis of a pedagogical problem observed inside or outside the classroom by student teachers as the next step after completing educational practices, to propose a possible solution. In this regard, Pérez-Gómez [7] and Rodríguez et al. [5] highlight the importance of this reflection in the development of critical and reflective thinking, professional identity, and the acquisition of professional teaching competencies in student teachers.

1.2 Problem: Discrepancies in the Implementation of Pedagogical Practices

At the National University of Education (UNAE), differences and inconsistencies have been observed in the planning and development of pedagogical practices, depending on the Education programs and the methodology applied during the Lesson Study, a fundamental aspect of these practices. Generally, student teachers work in pairs or trios and are distributed among primary school classrooms in various educational centers to conduct participant observation and collaborate with classroom teachers (professional tutors). Only students of the Intercultural Bilingual Education (IBE) program carry out their internships intensively: during three consecutive weeks of immersion in school, rural, and indigenous communities located in the coastal, Amazonian, or Andean regions of Ecuador. After an initial week of collaborative classroom interaction, students develop a micro-plan for a lesson whose content has been previously defined with the host teacher. They then deliver the lesson and record it on video to create a Lesson Study (LS). This takes place during the second or third week of their practicum, following the instructions of their UNAE academic advisor, who accompanies them. The LS is then analyzed.

Generally, the student teachers are self-organized, searching for information and resources online and using texts from the Ecuadorian Ministry of Education on the lesson content agreed upon with the host teacher. They use their own funds to purchase or collect materials, transforming them into concrete learning resources. They also download digital resources from the internet (videos, images, games, songs, etc.), mobilizing their technical skills, prior knowledge, and manual and digital skills to create interactive lessons, which are highly valued by both the classroom teacher and the students themselves. The video recording of the LS is done by one member of each pair or trio of student teachers. Although this may affect the technical quality of the videos, this decision was made because: i. It strengthens students' research skills; ii. It reduces

nervousness among student teachers; iii. It facilitates the simultaneous recording of several LS.

In any case, the LS training dynamic, proposed by Pérez and Soto [2], cannot be implemented in the school contexts of internships at IBE institutions for the following reasons: i) Lack of extracurricular time available for the faculty of the host institution to conduct collaborative analysis of all the LS. ii) Neither the teachers at host schools nor most of the academic tutors at the UNAE have received training in analyzing LS.

1.3 On Initial Teacher Video Training

This longitudinal study enabled the systematization of a teacher video training model to develop theoretical and practical professional competencies among students in the IBE program at UNAE. The model is based on an original synthesis of principles from Lesson Study [1, 2] and Neopass@ction [3, 4], adapted to the Ecuadorian educational context [8]. It began with a mixed group of twenty-four students, ten of whom continued their professional development through video-based teacher training, which took place between the fourth and seventh semesters of their university studies.

The objectives of this study were: (i) To develop the teaching competencies of participating IBE students through a longitudinal video-based training process with research support. And (ii) to evaluate the impact of this model on the development of their professional competencies.

This teacher video training model implies: (i) Pedagogical practices should be simultaneously oriented toward participatory action research and practical professional experience in real school contexts: “practicing theory and theorizing practice” (UNAE [9], p. 32). (ii) A collaborative support approach among academic tutors, students, and teachers (professional tutors) in host schools: establishing professional learning communities. (iii) Developing theoretical and practical teaching skills: interdisciplinary systemic integration applied to the field of Intercultural Bilingual Education, experiences with linguistic and cultural diversity, and personal reflection on these shared immersion experiences in indigenous communities of Ecuador.

2 Theoretical Review

This study is based on the sequential video analysis of teaching practices in real-world work situations within school contexts for the initial training of university students in Ecuadorian IBE. This study draws on theoretical assumptions from two distinct pedagogical traditions: the Course of Action (CoA) program and LS.

a) The Course of Action (CoA) program, created based on Francophone ergonomics by Theureau [10], has been applied by various authors with a teacher training approach based on the use of videos, in the Néopass program, such as Blondeau [11], San Martín et al. [12], and Leblanc and Ria [3]. The Course of Action analysis implies that all human activity (such as teaching) is considered simultaneously as “cognitive, autonomous, embodied, situated, individual and collective, technically constituted, cultivated, and lived” (p. 163) [11]. Between the teacher and the school/classroom environment

with which they interact, there would be an "asymmetric structural coupling" [10, 11]. That is, a dynamic and significant inter-influence: the actor-teacher selects from the environment what is relevant and significant to him at a given moment in the class, based on his biopsychosocial constitution (history, skills, personality, and personal interactions).

b) In parallel, from the perspective of the LS developed by Pérez-Gómez and Soto-Gómez [2], relating to the ways of planning, implementing, experimenting and analyzing the class, a key concept emerges: the construction of the experiential learning of the teachers or "practical knowledge" [7], constituted by "intuitive and subconscious patterns of understanding and pedagogical action [that] are formed and reconstructed through observation and reflection on one's own practical experiences in real school contexts" (p. 86).

Synthesizing fundamental principles from these two perspectives, it is interpreted that, during teaching practicums, each student teacher re/de/constructs and internalizes a semantic matrix of meanings derived from their own teaching practice. This framework contributes to the construction of their professional identity through a series of shared actions: (i) micro-planning a study lesson; (ii) developing and video-recording their study lesson; and (iii) sequential video analysis of the actions of their class, by themselves and, subsequently, co-video-analysis with their peers and with experts in teacher training.

The sequential video analysis of situated teaching involves both visible actions of student teachers, recorded on video, and "invisible" actions (emotions, doubts, fears, intuitions, expectations, etc.) that can be expressed retrospectively through self-analysis of the videos. These two categories of actions constitute the "activity" that is the object of this research, based on video recordings of study sessions conducted during the student teachers' practicums.

Furthermore, following the work of Blondeau [11], a non-deficit perspective was adopted. It posits that student teachers possess frameworks for action and understanding that allow them to intervene in the classroom, even if they do not fully master the expected skills. These frameworks evolve as their practice becomes effective in specific classroom situations. This non-deficit perspective aligns with Pérez-Gómez's [7] concept of "practical thinking" and Theureau's [10] concept of "pre-reflective consciousness."

According to the UNAE pedagogical-educational model [9], competencies are defined as "complex systems of understanding and action, that is, unique combinations of knowledge, skills, emotions, attitudes, and values that guide the interpretation, decision-making, and actions of individuals in the environment they inhabit" (p. 21).

The development of professional teaching competencies by students during their teaching practicums would imply a complex systemic integration for each individual, encompassing theoretical, methodological, and procedural aspects of various disciplines applied to the educational field, as well as experiential learning through contact with the diverse realities of the school environment.

3 Methodology

This field research was conducted using a descriptive, comparative, and interpretive qualitative approach, based on action research. The participating students were not merely "research subjects," but actively contributed to the production of knowledge derived from their practice and multiple video analyses. The project began in 2024 with an initial mixed group of 24 fourth-semester students from the IBE program at UNAE, aged between 20 and 23. Currently, 10 students from the group remain in the study. As is common in longitudinal studies, the initial mixed group of 24 volunteer students participating in the fourth semester of the IBE program gradually decreased. In the fifth semester, three students migrated to the USA, and two dropped out. In the sixth semester, nine students changed groups and were unable to continue in the project, leaving only ten. Given that this is a qualitative study of initial teacher training via video with personalized support, this decrease in the number of students does not invalidate the study, but it obviously limits the scope of its results and conclusions.

All students received personalized support in the field from one of the researchers as an Academic Tutor, during their three-week immersion practicums in various rural indigenous educational institutions in the Ecuadorian Highlands and Amazon, during the fourth, sixth, and seventh semesters of their initial teacher training. This support was complemented by activities from the "Lesson Study" course (5th semester) and the Integrative Chair courses (4th, 6th, and 7th semesters), as well as by self-video analysis of their study sessions, peer video analysis of these sessions, and hetero-video analysis conducted by expert teacher training professors who volunteered their time at UNAE. All these actions aimed at a deeper analytical and interpretive understanding of the inherent complexity of video-based training processes situated in bilingual intercultural contexts.

3.1 Sequential Video Analysis Model of Situated Teaching

The synthesis of the principles of LS [1, 2] and the Neopass@ction program [3, 4] allowed for the design of a sequential video analysis model of situated teaching, aimed at developing the professional competencies of future IBE teachers, according to the following procedure:

1. Collaborative planning and design of a study lesson by each pair or trio of student teachers in the IBE-UNAE program.
2. Implementation of the video-recorded study lesson by the student teacher's partner or the researcher.
3. Self-analysis of the video after the teaching practicum. Each student, accompanied by a researcher, watches the recording of their lesson to identify, analyze, and understand critical situations (subjective experiences, student behavior, use of resources, teaching strategies, etc.). This activity is recorded to extract video clips (3 to 5 minutes) with relevant sequences based on their content. These video clips will be used for an initial peer group analysis. Finally, they will be selected and organized on a digital video training platform according to emerging criteria.

4. Hetero-video analysis conducted by experts in teacher training, offering interpretations and proactive suggestions. This is recorded to extract video clips with relevant sequences based on their level of analysis, thoroughness, proactivity, etc. These clips will be used for a second peer group analysis. Subsequently, they will be selected and organized on the digital video training platform according to emerging criteria.

5. First peer group co-video analysis of self-analysis clips to generate and share interpretive and proactive readings of critical situations in each student's work. A video recording is made to extract relevant clips based on their level of analysis. These clips will be uploaded and organized on the digital video training platform for teachers, according to emerging criteria.

6. Second peer co-video analysis among students, to analyze excerpts from analyses conducted by teacher training experts, to enrich their pedagogical perspectives on methodologies, procedures, attitudes, organization, etc. Students make decisions about possible modifications for their upcoming classes. A video recording is made to extract relevant excerpts based on their level of analysis; these segments will be uploaded and organized on the digital platform for teacher training videoconferencing, according to emerging criteria.

3.2 Hypothesis System

The implicit hypothesis of this research is that the video-based training program used by these students during their teaching practicums in the 4th and 6th semesters is an initial training strategy that should allow them to develop basic and professional teaching competencies.

The hypothesis system seeks to compare the achievement levels obtained in the 4th semester (2024) with those of the 6th semester (2025) to determine the effectiveness of the model. General Hypothesis (H_g): The systematic application of the situated initial teacher video training model generates a significant increase in the overall average of the teaching competencies (Basic and Professional) of the participating IBE students, when comparing their performance in the 6th semester with that of the 4th semester.

Specific Hypotheses (H_E):

- H_{E1}: There is a significant improvement in Basic Competencies, especially in the socio-emotional dimension (1.4) and autonomy (1.3), as a result of the self-, co-, and hetero-video analysis processes.

- H_{E2}: The level of performance in Professional Competencies shows progress from the Basic level to the Achieved level, particularly in the design of learning communities (2.3) and professional self-regulation (2.4).

- H_{E3}: The students participating in the study demonstrate a greater capacity to integrate ancestral knowledge and language (Kichwa) under the MOSEIB guidelines in the 6th semester compared to the omissions detected in the initial assessments of the 4th semester.

Table 1 shows the operationalization of variables implicated in the system of hypotheses, which are formally presented below.

Table 1. Operationalization of Variables.

Variable	Operational Definition	Dimen- sions	Performance Indicators	Instrument
Independent Variable (IV): Initial video-based teacher training in context.	Training strategy based on the sequential video analysis of situated teaching practice (self, peer, and external analysis) during the Teaching Practicum in real-world Intercultural Bilingual Education (IBE) contexts during the 4th and 6th semesters.	1. Sequential video analysis of situated practice.	- Self-video analysis. - Participation in peer video analysis. - Integration of suggestions from external analysis by teacher training experts.	Progress log and digital video training platform.
Dependent Variable (DV): Teaching Competencies (Basic and Professional)	Level of performance achieved in resolving classroom situations, assessed using an ad hoc rubric applied to the recordings of the Teaching Practicum.	I. Basics Competencies (BC): II. Professional Competencies (PC):	1.1 Disciplined, critical, and creative communication of knowledge. 1.2 Collaboration in heterogeneous groups and ethical commitment. 1.3 Autonomy and development of a life project. 1.4 Socio-emotional competence. 2.1 Diagnosis of educational situations and systems. 2.2 Personalized curriculum design, development, and evaluation. 2.3 Design of learning contexts and communities. 2.4 Self-regulation and ongoing professional development.	Rubric for assessing teaching competencies (Scale: Insufficient - 1 to 1.95 points, Basic - 2 to 2.95 points, Achieved - 3 to 3.95 points, Outstanding - 4 to 5 points).

3.3 Statistical Calculation Procedure

The calculation of comparative averages followed the hierarchical structure of the variable operationalization Table 1. For the baseline data, eight specific indicators were evaluated using an *ad hoc* rubric applied to self-video-analysis recordings of students' teaching practices. The data were divided into two dimensions: Basic Competencies (four indicators: communication, ethics, autonomy, and socio-emotional) and Professional Competencies (four indicators: diagnosis, curriculum, learning communities, and self-regulation). The rating scale was from 1 to 5 points, where 1–1.95 is "Insufficient," 2–2.95 is "Basic," 3–3.95 is "Achieved," and 4–5 is "Outstanding." The arithmetic mean of the Basic Competencies (BC) and Professional Competencies (PC) indicators was calculated for each student in the 4th and 6th semesters. The "Total Average" was the value used for the Student's t-test (BC and PC) for related (paired) samples, comparing the performance of the same subjects at two different times (4th and 6th semesters). The data meet the assumption of normality, applying the Shapiro-Wilk statistic (W) = 0.9233, for a p -value = 0.3853.

4 Results Analysis

Table 2 shows a breakdown of partial results from the comparative assessment of Basic and Professional teaching competencies of five participating students during the self-video analysis process conducted between the 4th and 6th semesters.

Table 2-a: Comparative Assessment of Teaching Competencies

(1-5 Students; 4th and 6th Sem.).

STUDENTS COMPETENCIES INDICATEURS	Stud. 1 A.T.		Stud. 2 J.U.		Stud. 3 J.E.		Stud. 4 K.CH.		Stud. 5 J.A.	
	4th	6th	4th	6th	4th	6th	4th	6th	4th	6th
I. BASIC COMPETENCIES										
1.1 Communication of Knowledge	2.8	2.95	2.33	2.96	2	2	2.31	2.95	2.5	2.8
1.2 Coexistence and Ethical Commitment	2.83	3.61	2.83	3.46	2.33	2.5	2.83	3.46	3.15	3.56
1.3 Autonomy and Life Project	3.63	3.95	3	3.96	2.83	2.66	2.5	3.61	3.8	3.8
1.4 Socio-Emotional Competence	3.31	3.8	3.48	3.8	3	3	3.5	3.8	3.95	3.98
Average Basic Competencies	3.14	3.57	2.91	3.54	2.54	2.54	2.78	3.45	3.35	3.53
II. PROFESSIONAL COMPETENCIES										
2.1 Diagnosis of Educational Systems	2	2.98	2	2.81	2.33	2.31	1.66	2.83	2.83	2.83
2.2 Curriculum Design and Development	2	2.83	2.75	3.46	2.5	2.5	1.75	2.72	2.47	2.81
2.3 Contexts/ Learning Communities	2.83	2.98	2.2	2.65	2.96	3.31	2.81	2.96	2.96	3.8
2.4 Self-Regulation and Professional Development	3.95	3.61	3.63	3.95	3.5	3	3	3.15	3.61	3.61
Average Professional Competencies	2.69	3.1	2.64	3.21	2.81	2.78	2.3	2.91	2.96	3.26
Total Average /Performance Level	2.91	3.33	2.77	3.33	2.67	2.66	2.54	3.18	3.15	3.39

Table 2-b: Comparative Assessment of Teaching Competencies

(6-10 Students; 4th and 6th Sem.).

STUDENTS COMPETENCIES INDICATEURS	Stud. 6 C.E.		Stud. 7 D.Q.		Stud. 8 D.C.		Stud. 9 M.A.		Stud. 10 L.R.	
	4th	6th	4th	6th	4th	6th	4th	6th	4th	6th
I. BASIC COMPETENCIES										
1.1 Communication of Knowledge	3	2.95	2.05	2.95	2.95	2.95	2.46	2.8	2.95	3.8
1.2 Coexistence and Ethical Commitment	2.96	2.98	2.33	2.95	3.3	3.31	3	3.63	3	3.5

1.3 Autonomy and Life Project	2.95	3.48	2.16	2.95	3.8	4	2.98	3.63	2.98	4
1.4 Socio-Emotional Competence	2.48	3.08	2.72	2.98	3.95	4	3.5	4	3.3	3.5
Average Basic Competencies	2.84	3.12	2.31	2.95	3.5	3.56	2.98	3.51	3.05	3.70
II. PROFESSIONAL COMPETENCIES										
2.1 Diagnosis of Educational Systems	2.65	2.58	2.08	2.95	3.15	3.31	2.83	3.15	3.15	3.95
2.2 Curriculum Design and Development	2.83	2.98	2.22	2.65	2.96	3.31	2.81	2.96	2.95	3.8
2.3 Contexts/ Learning Communities	2.65	3.3	2.25	2.48	3.15	2.95	3.16	3.46	2.8	3.46
3.312.4 Self-Regulation and Professional Development	2.98	3.61	2.75	2.97	3.8	3.96	3.31	3.66	3.3	3.66
Average Professional Competencies	2.77	3.11	2.32	2.76	3.26	3.38	3.02	3.3	3.05	3.70
Total Average / Performance Level	2.8	3.15	2.31	2.86	3.38	3.47	3	3.4	3.05	3.70

Table 3: Overall averages of teaching competencies in the 4th and 6th semesters

Student	4° Semester (X_1)	6° Semester (X_2)	Difference (D)	Student's t-test results
1. A.T.	2.91	3.33	+0.42	After applying the statistical procedure based on the data, the following values were obtained: - Mean of the differences (d): 0.393 - Standard deviation of the differences (Sd): 0.229 - Standard error of the mean: 0.072 - Degrees of freedom (df): 9 - Calculated t-value (tcalc): 5.413 - p-value (two-tailed): 0.0004
2. J.U.	2.77	3.37	+0.60	
3. J.E.	2.67	2.66	-0.01	
4. K.Ch.	2.54	3.18	+0.64	
5. J.A.	3.15	3.39	+0.24	
6. C.F.	2.80	3.15	+0.35	
7. D.Q.	2.31	2.86	+0.55	
8. D.C.	3.38	3.47	+0.09	
9. M.A.	3.00	3.40	+0.40	
10. L.R.	3.05	3.70	+0.65	

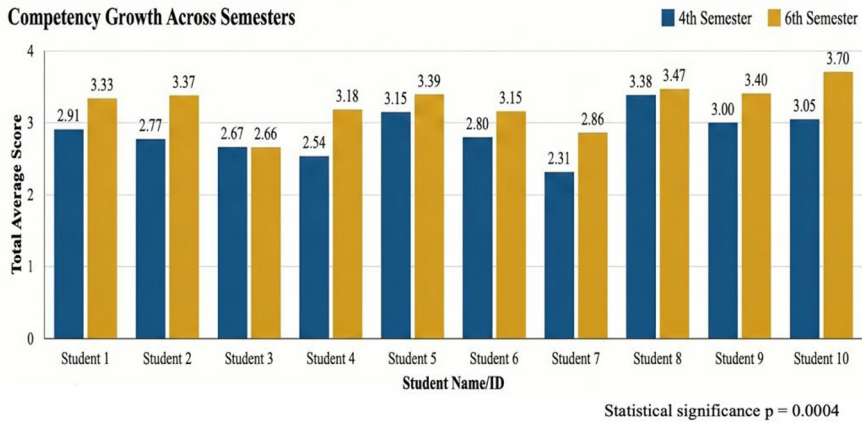


Fig. 1: Comparative Analysis of the Increase in Teaching Competencies in EIB-UNAE Students (4th and 6th Semesters)

Technical and Theoretical Discussion on the Significant Increase. According to the data, in the fourth semester, 40% of the students were at a Basic performance level (2.49 and 2.91 points). By the sixth semester, preliminary results already show a shift toward the Achieved level for most participating students, which supports the possibility of verifying a statistically significant increase at the end of the longitudinal study.

The statistical interpretation of these quantitative results allows us to establish the following: - Significance level: Considering a 95% confidence level ($\alpha = 0.05$), the obtained p -value (0.0004) is significantly less than 0.05.- Statistical significance: The calculated t -value (5.413) far exceeds the critical value from the table ($t_{\{crit\}} = 2.262$ (for 9 degrees of freedom)). Therefore, the null hypothesis, which stated that there were no changes, is rejected.

These values show that the increase in teaching competencies among the students participating in the study between the 4th and 6th semesters is statistically significant. The analysis shows that 90% of the students improved their overall scores: there was an increase of more than 0.50 points, moving from the Basic level to the Achieved level. Specifically, there was a notable increase in Basic Competencies in the dimensions of Autonomy and Socio-emotional Competence. Tables 2-a and 2-b show that the average score for Basic Competencies increased in almost all cases. Indicator 1.4 (Socio-emotional Competence) is particularly relevant, in which the majority of students reached levels between 3.80 and 4.00 points (Achieved/Outstanding) in the 6th semester, demonstrating adaptive emotional management and empathy towards students.

These initial results suggest that the objective of developing basic teaching competencies in participating students through sequential video analysis of both their visible and “invisible” actions (emotions, doubts, fears, intuitions, expectations, etc.) was achieved. These actions allowed students to express, analyze, and understand themselves as part of each student's individual teaching-learning process and their own professional identity construction based on the resulting “practical knowledge” [7].

Regarding Professional Competencies (PC), a clear transition to the Achieved level is observed. In the 4th semester, PC averages were mostly at the Basic level (2.30 and

2.96 points); however, by the 6th semester, the application of the situated teacher video training model allowed students to raise their PC from 2.64 to 3.21 points. This increase is reflected in a better ability to design dynamic learning environments (Indicator 2.3) and greater professional self-regulation (Indicator 2.4). It is interpreted that, through the applied video-based teacher training program, each student deconstructed and re-constructed their own semantic matrix of meanings derived from their practical teaching experiences through shared actions: micro-planning and development of their study lesson, video-analysis of their individual class, and subsequently, with their peers and teacher training experts. The only exceptional case is that of student 3 (J.E.), whose average grade varied minimally from 2.67 (4th semester) to 2.66 in the 6th semester. In this case, the video-based training process did not have the same impact as for their peers: he had difficulty transitioning from the theoretical recognition of his weaknesses to a practical transformation of his teaching performance during the pedagogical practicum.

In terms of the Curricular Integration of Ancestral Knowledge and Language according to the MOSEIB Model, this dimension represents the greatest challenge identified. Although the Student's t-test confirms that the overall progress is statistically significant ($p=0.0004$), indicator 1.1: Communication of knowledge according to MOSEIB, shows a slower development of skills.

5 Conclusion

Despite the small number of participants in the study and the limitations of a single program applied to only one group of students in the Intercultural Bilingual Education program at UNAE, without a control group, the results obtained so far are encouraging. They suggest that the initial teacher video training model, applied through the sequential analysis of teaching practice in bilingual intercultural contexts, would have a positive influence on the development of almost all the basic and professional teaching competencies of future teachers. This would allow them to move from reflecting on critical moments in their pedagogical practices and their internal emotional states to an adaptive and empathetic management of the teaching-learning process with students in their educational practices. As this is a preliminary study, it is expected that these results will be confirmed once all the analyses of the ongoing research are completed.

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